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A group guidance program is designed to assist the student in the development of realistic ideas about himself and to help him promote plans for himself within this context. Emphasis on the needs for the individual to make his own decisions increases from age/grade level to age/grade level. Many of the practicalities of such decision-making are best served in group guidance sessions. The sessions have the advantage of sharing with others, providing inescapable guidance services and structure for the counselor.

Modular materials have been developed to assure guidance service of over a four-year period with weekly regularity. The units provided are: Ninth grade: "Getting the Most Out of High School"; Tenth grade: "Developing Myself for the Future"; Eleventh grade: "Taking a Long Look Ahead"; Twelfth grade: "Living in an Adult World."

Session Management suggestions are provided for use in planning and operating a group guidance program. A bibliography is provided by grade level unit.

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GROUP GUIDANCE

FOR HIGH SCHOOL

BOARD OF EDUCATION
CITY OF CHICAGO

752.841Gs

GROUP GUIDANCE

FOR HIGH SCHOOL

BENJAMIN C. WILLIS

General Superintendent of Schools

Educational Materials Laboratory
Office of Education
MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

BOARD OF EDUCATION

CITY OF CHICAGO

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FOREWORD

The present edition of Group Guidance for High School (grades nine through twelve) is a revision and expansion of units for grades nine and ten published in 1959. This publication completes the sequential series projected for grades seven through twelve and initially undertaken in 1956 with the publication of group guidance units for experimental use in grades seven and eight. Both the upper grade and high school units have been revised as a result of experimental use in their developmental stages and as a result of the evaluation of needs by principals, counselors, and guidance supervisors.

The point of view of the Chicago public schools is that a planned program for guidance should be an intrinsic part of every student's school experience; that informational services, experience with problem-solving, and practice in planning must be continuous; and that group processes can make specific contributions to the program in support of a continuing counselor-counselee relationship. This philosophy is illustrated in one of the initial chapters of the Handbook for Counselors, published in 1963, where grade level emphases are outlined for the main threads in the program.

The publication of these high school units carries forward the efforts to strengthen the guidance services begun in 1961 with the reorganization of the services. The improvements, as stated in the Handbook for Counselors, include the establishment of guidance departments in each high school, provision for each student's continuous counseling relationship with the same counselor, and, as rapidly as possible, provision for a sequence of class size group guidance sessions. A lower counselor ratio and cyclical publication of guidance materials are also part of the improvement plan.

BENJAMIN C. WILLIS

General Superintendent of Schools

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Appreciation is expressed to Mr. Norton M. Friedman, supervisor in the Bureau of Pupil Personnel Services; Mrs. Esther Marion, counselor at Hyde Park High School; and to Mr. Patrick McDonough, counselor at Morgan Park High School. Mr. Friedman, Mrs. Marion, and Mr. McDonough prepared the main body of this edition of high school group guidance units.

Appreciation is also expressed to the many counselors who submitted valuable suggestions and evaluations for these units; to those who read the present manuscript; and to the supervisory staff of the Bureau of Pupil Personnel Services who gathered and organized the evaluations by counselors.

This publication was prepared in the Bureau of Pupil Personnel Services under the supervision of Blanche B. Paulson, Director.

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CONTENTS

Page

Foreword iii

PART I - BASIC CONSIDERATIONS

Introduction 1

The Contribution of Group Guidance 2

Management of Group Guidance Classes 5

Organization of the High School Units 8

PART II - GROUP GUIDANCE UNITS

Ninth Grade - Getting the Most out of High School 15

- Unit I Looking at My High School 19
- Unit II Looking at Myself 25
- Unit III Surveying My Future 55

Tenth Grade - Developing Myself for the Future 71

- Unit I Discovering More About Myself 75
- Unit II Exploring Career Opportunities 85
- Unit III Achieving Personal Success 119

Eleventh Grade - Taking a Long Look Ahead 133

- Unit I Learning More about Work 137
- Unit II Learning More about College 157
- Unit III Acquiring a Philosophy for Living 179
- Unit IV Initiating a Countdown for Tomorrow 193

Twelfth Grade - Living in an Adult World 201

- Unit I Putting It All Together 205
- Unit II Planning a Graduation 223
- Unit III Adapting to a Changing World 231
- Unit IV Facing Future Frontiers 237

PART I - BASIC CONSIDERATIONS

INTRODUCTION

The purpose of a guidance program is to assist each student to develop realistic ideas and images about himself and about opportunities for him in the world and to help him formulate, plan for, and achieve worthy and realistic goals with ever increasing self-direction. In this sense guidance serves to help the student find the meaning in what he is, what he does, what happens to him, and in what he may become. This sort of interpretation of experience is achieved by the student through a long process of experience in self-evaluation and awareness of opportunity, in a mellow and accepting climate, with ample counseling and other services available to help him solve his every day problems of living intelligently and reasonably.

Guidance programs are themselves at once a process, a point of view, and a set of services in which the fundamental goals remain the same throughout the school experience of the student. Although the emphasis differs from age level to age level (and so from grade level to grade level), the services vary with the individual needs, and the role of the student in his own guidance extends as his maturity increases.

Many of the practical applications of these purposes can be discharged best in a group guidance setting. One essential of self-understanding is the understanding of others and the sense of sharing hopes, problems, experiences, and characteristics with others without losing a sense of one's distinctive individuality. Group guidance serves a unique usefulness in this regard.

Many advantages accrue to a school guidance program that incorporates weekly, class-size group guidance sessions conducted by the students' counselor. One main advantage is that through such a program, basic services, except for counseling, are assured to all students, and counseling itself is stimulated and facilitated. Group guidance helps assure the inescapability of guidance services and provides the structure for the counselor to reach all students rather than only those who are referred to him.

High schools now have available materials to use in developing this guidance tool and the guidance structure whereby they can now organize to assure guidance service with weekly regularity over the four years of each student's continuous counselor-counselee relationship.

The introductory material discussed on the following pages is nearly identical with that in the revised edition of upper grade units, purposely, since fundamental philosophy, techniques, and goals are the same for group guidance in all grades above seventh.

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THE CONTRIBUTION OF GROUP GUIDANCE

At times in group guidance, information may be imparted, discussions may be held, movies may be shown, or speakers may be heard; but none of these is equivalent to group guidance. Each is but one of its aids. The unique characteristic of group guidance is the opportunity it provides for the interaction of the group in matters of current and personal concern to the students and for their internalization of ideas, information, attitudes, and values. In group guidance, the student is his own ultimate subject of study, and he must be an active participant in the process. For this reason, assemblies cannot be considered as group guidance per se, although they may contribute a presentation for subsequent small group activity; college days and careers conferences are likewise merely aids to the method which relies upon the process as much as upon the content. The true group guidance group should be no larger than the customary class size, and in some instances could profitably be smaller.

Group Guidance as Part of a Total Guidance Program

Group guidance itself can never be a complete guidance program. Individual counseling of every student, on a regular scheduled basis, remains the core of a guidance program with each student having, throughout his school career, a continuous relationship with the same counselor. Counseling permits students to particularize their group guidance learning further, to seek specialized help or information, and to work through personal plans or problems.

A progressive, periodic testing program is yet another essential element in a total program, with the results being used to help students to increase their self-understanding and to become increasingly self-directive. Group guidance settings are useful in initial interpretation of test results which can then be completed in counseling interviews. The fourth element in a total program is a group of special services. These will vary with the age and grade level of students and with their special needs, but they include special class placement, psychological service, job and college placement, referral to social or medical agencies, and enriched experiences.

Group guidance must be seen in relation to these other elements in a guidance program. It can, when creatively conducted, serve as a springboard for the others.

The Role of the Counselor in Group Guidance

Whether or not a group guidance program is successful depends largely upon the skills, personal traits, and attitudes of the group guidance counselor. The counselor's role here is like that of a catalytic agent. For instance, interplay and exchange of opinion between students may be more fruitful than exchange between counselor and student. Successful counselors of group guidance depend upon the wisdom of the group and the ability of individuals to work out basic principles, and thus concentrate their efforts upon development of free discussion rather than upon the direct inculcation of principles. The solution of problems comes from within the students, not within the counselor. As one such counselor has said, "People ask me how I get the class to 'say' what I want them to say. I never try; the desirable strength always rises in the group." Such a role makes the counselor more, not less, important although he may appear to be less central.

Frequently in the group guidance classroom, positive feelings develop only after expressions of very pronounced negative attitudes and hostilities. Students tend to personalize many of these negative feelings; thus it takes a great deal of skill on the part of the counselor to insure success of the program. This skill is not acquired immediately, but is developed through repeated practice and experience. For this reason, counselors undertaking group guidance for the first time who have not had a specific graduate course in the technique can be expected to participate in workshops conducted in a group guidance manner. This approach, aside from having the virtue of consistency, focuses upon the truth that the process is itself an intrinsic goal in the activity.

The Process as an Objective

As a result, therefore, the very process of acquiring self-knowledge and group attitudes and skills itself is an integral part of the outcome.

In this sense, the process is an end to be achieved with the group, rather than a convenient means to be applied toward achieving certain desired behaviors. Often attitudes and feelings of a personal nature arise which need to be understood by students in the group as well as by the counselor before learning can take place.

Reactions may at first be heated or mixed and may have to be talked out in the group or studied in themselves. Alternative reactions may need to be explored or various courses of action weighed by the group. Thus, in this class, practice is given in the basic process we all use as we handle our emotional reactions or change our behavior as a result of insight.

Another related value of a group situation for guidance is that it affords opportunities to resolve common problems through sharing of experiences and opinions, to plan as a group, and to establish group standards of conduct with the guidance of a counselor. The problems of an individual student which may seem unique and burdensome to him are often seen in a better perspective and lightened when the student realizes others are struggling with similar problems. The strong desire to belong and to be a part of a group can be satisfied in a constructive fashion when students are encouraged, as well as permitted, to pool their thinking and to make plans for positive solutions to common problems. Since the development of planning skills is a basic guidance goal, it is desirable that a variety of opportunities be provided for practicing such behavior in a meaningful setting, which is both individual and group in nature.

Evaluation of Progress

Keeping the above in mind, evaluation of the educational progress of the group may involve determining how the individual or the group feels about the progress being made, rather than evaluating progress against some external criterion such as a written test. Likewise, in a learning situation which has been designed to permit students to work on individual and group concerns, there is a need to give them the responsibility for evaluating their own learning progress as well as for having a hand in guiding their learning.

MANAGEMENT OF GROUP GUIDANCE CLASSES

In the process of formulating these units, the interests, needs, and general characteristics of adolescents were carefully considered before the proposed objectives, general methods, and content were selected. In spite of this initial, careful selection, counselors will want to consider them in relation to each group of students, considering their unique personal and social characteristics, present needs, and readiness for the experiences which we hope that they will have in the class.

Although the class will work as a group on the content of the course, actually each student will be studying himself and relating his attitudes and values to his knowledge of himself. Consequently, it is very important that the counselor be familiar with the students as individuals and as a group in a unique way. Because of the personal nature of the course and its possible immediate significance in the lives of the students, the counselor's knowledge and insight into individual and group behavior in the class will be his greatest ally.

Specific Situations

While it is impossible to forecast all types of situations requiring special handling, the following three examples may help serve as philosophic guides for the management of others.

Occasionally, an individual student may bring up a problem or appear to make a revelation of personal detail unsuitable for group discussion. In such cases, the teacher might well suggest that the student see the teacher in private to discuss the problem, on the basis of time in class or pertinence to the matter at hand but not on the basis of its being unsuitable or unimportant. Natural acceptance and respect for the student's concern will dictate a matter-of-fact response on the counselor's part. In the same way, evidencing either shock or disgust would tend to make the group as well as the individual self-conscious and to "dry up" discussion in general.

Special events, situations of local concern to the community and school, or new experiences may be used as points of departure for discussion; on the other hand, they may elicit strong emotional responses calling for skillful handling.

A situation may develop within the group as a result of the permissive atmosphere desired. Sometimes, attitudes and feelings will solidify a group; sometimes they will tend to disorganize it. In such instances, skillful use of various group processes will help the class to work their feelings through.

It will be seen from the foregoing, that the counselor's own attitudes and self-insight are of paramount importance. The greater his personal security, the greater will be the security of the group, for only persons with such inner strength can tolerate divergent opinions and develop strength in a group.

Group Guidance Methods

As in any teaching-learning situation, variety of activity in group guidance stimulates and enriches experience. In this respect, group guidance resembles other more traditional classes. However, since experience with the process itself exemplifies the behaviors sought in group guidance, the particular methods chosen to develop a topic should be selected to reflect the specific behavior related to the topic.

Certain types of activities place a high priority upon student involvement since what are "methods" to the counselor become "experiences" for the students. These types of activities are listed below:

interpreting tests that appraise ability, achievements, and interests

reading books, pamphlets, magazines, and newspapers to seek help on problems

analyzing and discussing pertinent radio programs, television programs, and educational films

dramatizing problems for class discussions

planning and organizing class activities

drawing graphs, posters, and cartoons to illustrate and communicate information and attitudes

completing rating scales and check lists to appraise personal characteristics

making appropriate visits and field trips in the community

collecting, organizing, and interpreting data related to a group or individual problems

conducting interviews and conferring with teachers, parents, and other adults

pursuing discussion of problems introduced by the group.

Behavior to be Developed

Behaviors are ways of acting, thinking, and feeling, rather than merely "good" or "bad" responses. The purpose of the group guidance classes in high school is to develop ways of responding in personal affairs based upon the following:

knowledge and understanding

ability to interpret data in information skill in studying, evaluating and planning

the development of a wide range of significant interests

positive personal and social attitudes and ethical values

growth in personal initiative and responsibility

skill in problem-solving techniques.

ORGANIZATION OF THE HIGH SCHOOL UNITS

From what has gone before, it is obvious that in the main, student objectives vary little from grade level to grade level in group guidance since fundamental insights and competencies are being sought which will lead to appropriate behaviors and adequate decisions. What do vary are the levels of maturity in behavior to be expected and the nature of the decisions as well as the degree of autonomy of the students. Thus, topics or practical situations which are used to attain the objectives also vary not only with the maturity levels of the students but with their current needs and the demands of their immediate choices. Besides, as classes develop a group feeling and as counselors acquire increasing familiarity with the possibilities inherent in this approach, local variations in topics have a tendency to increase. Since the application of both objectives and content derive from the daily "stuff of life" of the students, the possible variations are enormous and the materials endless.

Format of Units

The high school group guidance program has been organized in a series of units for each grade level. The ninth and tenth grade series is composed of three units for each grade and the eleventh and twelfth grade series, four units each. The following skeleton outline illustrates how the units are arranged.

Freshman Year
Getting the Most Out of High School

Unit I	Looking at My High School
Unit II	Looking at Myself
Unit III	Surveying My Future

Sophomore Year
Developing Myself for the Future

Unit I	Discovering More about Myself
Unit II	Exploring Career Opportunities
Unit III	Achieving Personal Success

Junior Year
Taking a Long Look Ahead

Unit I	Learning More about Work
Unit II	Learning More about College
Unit III	Acquiring a Philosophy for Living
Unit IV	Initiating a Countdown for Tomorrow

Senior Year
Living in an Adult World

Unit I	Putting It All Together
Unit II	Planning a Graduation
Unit III	Adapting to a Changing World
Unit IV	Facing Future Frontiers

A statement of general purpose, intended to capture the essence of the general objectives planned, has been presented at the beginning of each year level.

An outline of the content of the year's work follows the statement of general purpose. The outline describes the substance of each unit.

At the beginning of each unit, a brief statement of its purpose is given. Each unit consists of a series of topics.

Each topic then is presented in detail following this form.

> Introduction of the Topic - A statement of substance and purpose of the topic and a series of Initiating Interest questions.
>
> Methods Proposed - Ways of developing the suggested activities.
>
> Materials Needed - Guidance aids to supplement the suggested methods.
>
> Suggested Activities - Assorted tasks to be developed mainly by the students with the counselor's assistance.

At the end of each unit is a working bibliography which consists of books and visual aids to be used by counselors and students. Books listed with an asterisk (*) are for counselor's use only.

Time limits and proportions have not been indicated since the organization of the classes and the needs and responsiveness of the group will influence them. The length of the units or the number of activities do not necessarily indicate the relative importance of the units since some content areas lend themselves more readily to a wide variety of group guidance activities than others.

Frequently, questions within the group or special local and timely topics related to the total objectives will cause a counselor to alter his schedule. Obvious and common in teaching experience as this may seem to be, the point needs emphasis in relation to group guidance, since it is the process, as much as stipulated content, that is important, and the naturalness with which problems or questions are handled will encourage student growth.

Grade Level Emphases

In teaching subject matter in the classroom, certain goals or purposes are emphasized and reemphasized at various grade levels based on the maturity, needs, and interests of the students. Likewise in these units, various guidance services are emphasized and reemphasized at various grade levels based on the maturity, needs, and interests of the students.

The high school group guidance units are organized to provide continuous threads; superficially, the activities may appear to be repetitious. These activities, however, are developed according to grade level emphases that meet group needs.

For example, throughout the four-year program, there are units at every grade level on work. Although at each year level the topic of work is discussed, each unit is developed so that the emphasis is placed on that phase of work information or insight which best approximates the maturity level that may be anticipated for the group at that particular age level. This type of unit development is used with all the topics in this booklet.

The guidance content areas which are used as continuous threads in the development of the units are the following:

Learning to Know Oneself
Learning about Opportunities
Developing Habits and Relationships
Making and Carrying Out Plans.

The following four charts relate the units at each grade level to the four guidance content areas.

In the left-hand column, the content area is repeated for each year. Below them are listed the grade level emphases. In the right-hand column, the units that develop each grade level emphases are indicated by Roman numerals and letters. These correspond to the detailed outline found at the beginning of each year level.

The charts have been prepared merely to show continuity and development from grade to grade.

CONTINUITY AND GRADE LEVEL EMPHASES IN THE UNITS

Grade Level Emphases	Related Guidance Units
Learning to Know Oneself - Ninth Grade Level	
Understanding individual differences	II A, B, C, D
Appraising abilities and achievements	II A, B
Learning to Know Oneself - Tenth Grade Level	
Evaluating progress	I B III A
Exploring interests	I A, B
Assessing personal characteristics	I A, C III B
Learning to Know Oneself - Eleventh Grade Level	
Reappraising ability and achievement	II A III C IV A
Evaluating school and personal progress	II E III C IV A
Understanding behavior	III A, B, C, D
Learning to Know Oneself - Twelfth Grade Level	
Evaluating progress	I A II C
Engaging in try-out activities	II A, B, C
Appraising oneself as an individual	I A, D IV A, B, C

CONTINUITY AND GRADE LEVEL EMPHASES IN THE UNITS

Grade Level Emphases	Related Guidance Units
Learning about Opportunities - Ninth Grade Level	
Getting acquainted with the school	I A, B
Relating high school subjects to self-development and educational opportunities	I B III A, B, C
Exploring how and where people work	III B, C
Learning about Opportunities - Tenth Grade Level	
Getting educational and occupational information	II A, B, C, D, E, F
Learning about high school courses	I B, C
Exploring social and community interests	III B, C
Learning about Opportunities - Eleventh Grade Level	
Planning and participating in career and educational conferences and interviews	II B
Learning about colleges and scholarships	II A, D IV A
Studying preferred fields of work	I A, D
Participating in social and community activities	IV B
Learning about Opportunities - Twelfth Grade Level	
Planning and participating in career and educational conferences	I B
Securing information on colleges and scholarships	I B
Securing information about entry jobs	I D
Learning about problems in post-high school adjustment - work and college	I B, C III A

CONTINUITY AND GRADE LEVEL EMPHASES IN THE UNITS

Grade Level Emphases	Related Guidance Units	
Developing Habits and Relationships - Ninth Grade Level		
Learning to become an effective student	II B, D	III C
Learning about relationships with other people	II C, D, E	III B, C
Developing Habits and Relationships - Tenth Grade Level		
Increasing effectiveness as a student	I B, C	III A
Becoming effective in relationships with other people	III B, C	
Developing Habits and Relationships - Eleventh Grade Level		
Becoming an effective student	II E	
Developing responsible relationships with other people	III B	IV B
Developing Habits and Relationships - Twelfth Grade Level		
Developing excellence in school work	II C	
Developing responsible relationships with other people	II A, B	III A, B

CONTINUITY AND GRADE LEVEL EMPHASES IN THE UNITS

Grade Level Emphases	Related Guidance Units
Making and Carrying Out Plans - Ninth Grade Level	
Planning one's high school program	I B III A, B, C
Projecting post-high school plans	III A, B, C
Making and Carrying Out Plans - Tenth Grade Level	
Reviewing plans	I B, C
Developing post-high school plans	II A, B, C, D, E, F
Making and Carrying Out Plans - Eleventh Grade Level	
Studying implications of future education	II A, B, C, D, E
Learning about financing post-high school education	II C
Applying to colleges and institutions	II D
Learning about job opportunities	I A, B, C, D IV A
Making and Carrying Out Plans - Twelfth Grade Level	
Reviewing plans, crystallizing educational and occupational plans	I A IV A, B, C
Applying for and enrolling in colleges, technical and specialized schools	I B
Applying for and accepting jobs	I C, D
Finding one's place in the community	III A, B

PART II - GROUP GUIDANCE UNITS

NINTH GRADE

GETTING THE MOST OUT OF HIGH SCHOOL

General Purpose

The ninth grade group guidance units are designed to assist each student in making a wholesome adjustment to high school through a continuous process of orientation from elementary to high school, from one classroom to another, from one teacher to another, from one responsibility to another, and from one opportunity to another.

These units are also intended to help the student understand himself so that he may develop learning and social responses which will increase his scholastic and personal adjustment in high school.

During the ninth year, the student should appraise his interests and his abilities, his educational and vocational plans, and relate these to his school subjects in order to make wise decisions in light of this self-information. He should begin to explore the opportunities in college and the world of work.

NINTH GRADE

GETTING THE MOST OUT OF HIGH SCHOOL

I. Looking at my high school

A. Getting acquainted

Learning about the physical facilities
Knowing the administrative staff
Knowing the counseling staff
Learning the school traditions, policies, and regulations
Understanding the school services -- division teacher, teacher-nurse, librarian, matron, treasurer, psychologist

B. Discovering high school opportunities

Knowing the scholastic opportunities
Engaging in social activities
Helping in school services

II. Looking at myself

A. Discovering my interests and abilities

Knowing my assets
Evaluating my assets
Utilizing my assets

B. Evaluating my study habits

Knowing why students study
Studying to succeed

C. Exploring my family relationships

Knowing my family
Cooperating with my family

D. Understanding my social responses

Adjusting to social situations
Creating self-confidence and behavioral attitudes

E. Making friends

III. Surveying my future

A. Investigating college opportunities

Knowing the purpose of college
Learning about different kinds of colleges
Understanding scholarships

B. Understanding work

Knowing why people work
Knowing where people work
Knowing how people work
Learning about work opportunities in my community
Discovering the changing emphasis in work

C. Obtaining work experience

Engaging in acceptable work
Knowing work permit requirements
Knowing social security requirements
Learning about avenues of employment

UNIT I

LOOKING AT MY HIGH SCHOOL

Purpose of the Unit

"Looking at My High School" is intended to orient the elementary school graduate to the high school environment. This maybe accomplished by acquainting him with the physical facilities, school personnel, and opportunities available for personal development.

Getting Acquainted

Introduction of the Topic

The transition from elementary school to high school is a big step in a student's life. Therefore, it is essential that this step up the educational ladder be accomplished as smoothly and efficiently as possible to insure the student's rapid and complete high school adjustment.

Initiating Interest

What problems does a student encounter upon entering high school which he has not experienced on the elementary level?

To whom does the student go to receive help with his problems?

In what ways does going to school resemble going to work?

In what ways are high school and elementary the same? How are they different?

Methods Proposed

Discussion, orientation assembly, tours, student and faculty speakers, interviews.

Materials Needed

School handbook, permanent bulletins, yearbooks, copies of What Next for the 8A Graduate?

Suggested Activities

1. A committee may be organized to prepare a "History of Our School," to include information about such items as:

   dates of original buildings
   the name of the school
   successful alumni
   important events in the school history
   school colors and nicknames.

2. Each student may trace his route from the time he enters the building in the morning until the end of his school day. Have each analyze this in light of the following:

   How many times do you go to your locker?
   Can you eliminate some of these stops at your locker?
   Where is the exit nearest to your locker?

3. A panel of students may be organized to discuss the staff which is necessary to operate the school. The class as a whole may decide which members of the staff they would like to have talk to them. If possible, some of these staff members may speak to the groups, or an assembly may be arranged for this purpose.

4. In order to be sure that the students are aware of the services which are available in the school, a questionnaire such as the following may be administered to the group.

   To whom would you go for help if--

   your program needs adjusting?

   you are ill?

   you are tardy to school?

   you can't open your locker?

   you lose your gym shoes?

   you want to find your English teacher?

   you want an early dismissal?

   you want a part-time job?

   you are moving to another high school district?

you want to know the requirements for admission to the University of Illinois?

5. Several committees may interview the proper people and report the school rules and regulations for the following:

   attendance and tardiness

   library routines

   conduct in rooms, corridors, assemblies, study halls, the lunchroom, and at athletic contests

   fire and air raid drills

   school lockers

   others as they are pertinent.

6. In order to give the students concrete experiences with the school rules, sample copies of a library admit, a corridor pass, a tardy slip, dismissal slip, and other similar items may be completed by the students.

7. A tour of the school may be arranged with small groups to acquaint them with the school plant. A school floor plan with room numbers may be mimeographed and distributed to each student.

8. An orientation assembly may be conducted and the group may discuss any questions that arise.

Counselor Notes

Discovering High School Opportunities

Introduction of the Topic

Many students attending high school do not take advantage of the opportunities available. Thus, they never attain their maximum potential, or worse, they finish school totally unaware of how their school life might have been more satisfying and rewarding. Students should be aware of the unlimited opportunities which will develop their individual resources.

Initiating Interest

What is a course book? What grades represent passing work? failure? What are character trait ratings?

In what school activities can a freshman participate? How does this participation lead to further activity?

What is the student council? National Honor Society? the school paper?

What activities are available to people with special talents in music? art? shop? culinary arts? athletics? clerical skills?

Methods Proposed

Speakers (student officers and faculty sponsors), discussion, interviews.

Materials Needed

Copies of school newspaper, course book, National Honor Scoiety requirements, courses of study, high school graduation requirements, bylaws of clubs and organizations, school handbook if available, and a set of What Next for the 8A Graduate?

Suggested Activities

1. Each student should prepare a list of the activities in which he would like to participate during his four years in high school, indicating the ways in which these activities will help him.

2. After the class has prepared a list of the extracurricular activities, a committee may be appointed to visit and participate in those activities in which the class has expressed the most interest. The reports to the class should include such items of information as the educational as well as the social advantage of joining this activity, qualification or eligibility for membership, and samples of past programs and achievements.

3. One of the officers from the honor society may be invited to address the group and explain the ways in which the honor society recognizes students who make good grades.

4. At the end of the first marking period, each student may figure out his grade point average for the honor roll.

5. In order for the group to become familiar with graduation requirements, they may read pages 78 and 79 in What Next for the 8A Graduate? A committee may arrange to have several upperclassmen tell how they are meeting these requirements.

6. A group discussion may be held on the purpose of the library and its function in the schools. Such things as the following may be discussed:

   Where is the library located?

   What are the hours of the school library?

   What are the regulations governing library use?

   How many books does the library have? What types are they?

   How do you find a book in the library? card catalogs? Dewey Decimal System?

7. At the completion of the year, the students may evaluate the over-all orientation program and offer suggestions of items to be added or dropped from the next year's program.

8. Various department heads may be asked to give talks on curriculum offerings and sequences in their department. The students may take notes on the talks and discuss these afterward in light of high school plans and vocational and college goals.

9. The students may discuss the meaning and significance of the character trait ratings on the course book.

Counselor Notes

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UNIT II

LOOKING AT MYSELF

Purpose of the Unit

"Looking at Myself" is designed to help the student to make a self-analysis and self-appraisal. The student's interests, abilities, skills, and social responses will be considered.

Discovering My Interests and Abilities

Introduction of the Topic

To proceed with a purpose through high school and to make logical choices about school subjects, a student must know a great deal about himself. Therefore, it is one of the goals of this grade level to help him evaluate himself as accurately as possible.

Initiating Interest

How did your elementary school teacher arrive at a grade to put on your report card?

What methods does a baseball manager use to determine the strengths and weaknesses of his players?

What is the difference between interest and ability? Do they always go together?

How would you go about finding the average height of boys or girls in the room?

Why should a person evaluate himself? when? how often?

Methods Proposed

Discussion, interpretation of data, interview, conferences, and others as suggested by the activities.

Materials Needed

Duplicate copies of checklists, an adequate supply of "Profiles of Test Results," IBM cards of ninth grade testing program.

Notes to Counselors

The following information may be used as a foundation and a background with which the counselor can assist the students in an exploration and clarification of their abilities, interests, and achievements. It is further suggested that in disseminating and interpreting test information to the students that the counselor work initially on a lecture basis and, as some insight and understanding develops, progress to a "we" or "I" approach. This background should be established before activities can be meaningful. Some basic test terms are listed here.

intelligence--The ability to do abstract thinking (Terman) or ability to adapt to environment, to learn from experience (Dewey).

intelligence quotient (IQ)--The numerical result of mental age (MA) divided by chronological age (CA) times 100.

chronological age (CA)--The age of person in years and months since birth.

mental age (MA)--A person's mental ability in relation to median mental ability of a group of people with the same chronological age; e.g., if a boy's mental age is equal to that of an average nine-year-old, his mental age is nine even if his CA is six.

percentile--A point on a scale of test scores at or below which a given per cent of measures fall; e.g., P44 means 44 per cent of scores fall at or below this number.

percentile rank--A relative portion of a test score in relation to the total listed; e.g., PR 99 means 99 per cent score below and 1 per cent score above this. A percentile rank of 50 is exactly in the middle of the group.

stanine (standard nine)--A nine point method of grouping standard scores: nine is the highest; one is the lowest; four-six is average.

standardized test--A test in which procedure, apparatus, and scoring have been fixed so that precisely the same tests can be given at different times and places to yield uniform results.

mean--The average score; found by summing all scores and dividing by the number of scores.

median--The point on a scale of scores at or below which 50 per cent of the scores fall.

rank--The position of a score in relation to others in the group measured. Rank of one is highest, two next highest, etc. This varies from the percentile rank where the highest is ninety-nine.

aptitude--A group of characteristics, native or acquired, believed to be indicative of an individual's ability to do well in a certain area; prognostic.

types of aptitude

social--The ability to meet, converse with, and get along with people.

mechanical--The ability to manipulate things and machines.

scholastic--The ability to deal with numbers, words, and ideas.

artistic--The ability to draw, sculpture, sing, play a musical instrument, and others.

interest--A preference or liking of a certain thing; can be subjective or objective; may be temporary and conditioned by experience.

achievement--An accomplishment or proficiency of performance in a given skill or body of knowledge such as reading or arithmetic.

Below is a suggested outline for test interpretation.

I. Tests in general

    A. Teacher-made tests

        1. Definition
        2. Purpose

    B. Standardized tests

        1. Definition
        2. Purpose
        3. Construction
        4. Scoring

II. Types of tests

    A. Achievement--Metropolitan, California, ITED
    B. Interest--Kuder, Strong
    C. Aptitude--DAT, ACE
    D. Special aptitude (mechanical, artistic, clerical)

III. Interpretation of standardized tests

    A. Percentile rank

        1. Meaning of term
        2. Score interpretation
        3. Value of measure

B. Stanine

   1. Meaning of term
   2. Categories
   3. Score interpretation
   4. Value of measure

IV. Sample test items

   A. Verbal reasoning ability
   B. Numerical ability
   C. Language usage
   D. Abstract reasoning

V. Preview of 9A tests

   A. Names and parts of tests
   B. Testing procedures
   C. Kind of scores received
   D. Meaning of scores

The counselor should consider these procedures:

Stress must be placed on the fact that the 9A tests measure only one phase of aptitude (scholastic aptitude), not other types of aptitude (social, artistic, mechanical).

Interpretation of any score should be general, not specific; terms such as below average, low average, middle average, high average, and above average should be used; slow, dumb, genius, and similar terms should not be used.

The counselor may wish to consult one of the standard reference works listed in the bibliography on pages 52 and 53 and below about test terminology or procedures.

Adams, G. S. and Torgerson, T. L. Measurement and Evaluation for the Secondary School Teacher.

Anastasi, Anne. Psychological Testing.

Cronbach, Lee J. Essentials of Psychological Testing.

Lindquist, E. F. Educational Measurement.

Students should be given an opportunity to ask questions.

The counselor should accent the difference between aptitude and achievement and stress how achievement sometimes compensates for a seeming lack of aptitude. In tests such as the ITED and SCAT, differences are not so sharp between aptitude and achievement.

The counselor should point out to students the importance of the following in test-taking:

rest the night before a test

read and follow test directions

be aware of possible penalties for guessing

know that most tests are constructed so that completion is not expected

work as quickly and efficiently as possible.

Students should be permitted and encouraged to make their own appraisals of their abilities.

The counselor should schedule individual conferences with perplexed students or students with glaring deficiencies in test score areas.

Suggested Activities

1. The counselor may pass out sample copies of IBM cards for the ninth grade testing program and explain the various tests with their subtests. The students may locate the PR's and stanines. The counselor may show them sample PR's and stanines to enter into boxes for VR, NA, VR + NA, AR, Lu:Spell., Lu:Sent., Word Knowledge, and Reading.
   NOTE: The counselor should make sure that this activity is done in pencil so that the IBM cards can be used again.

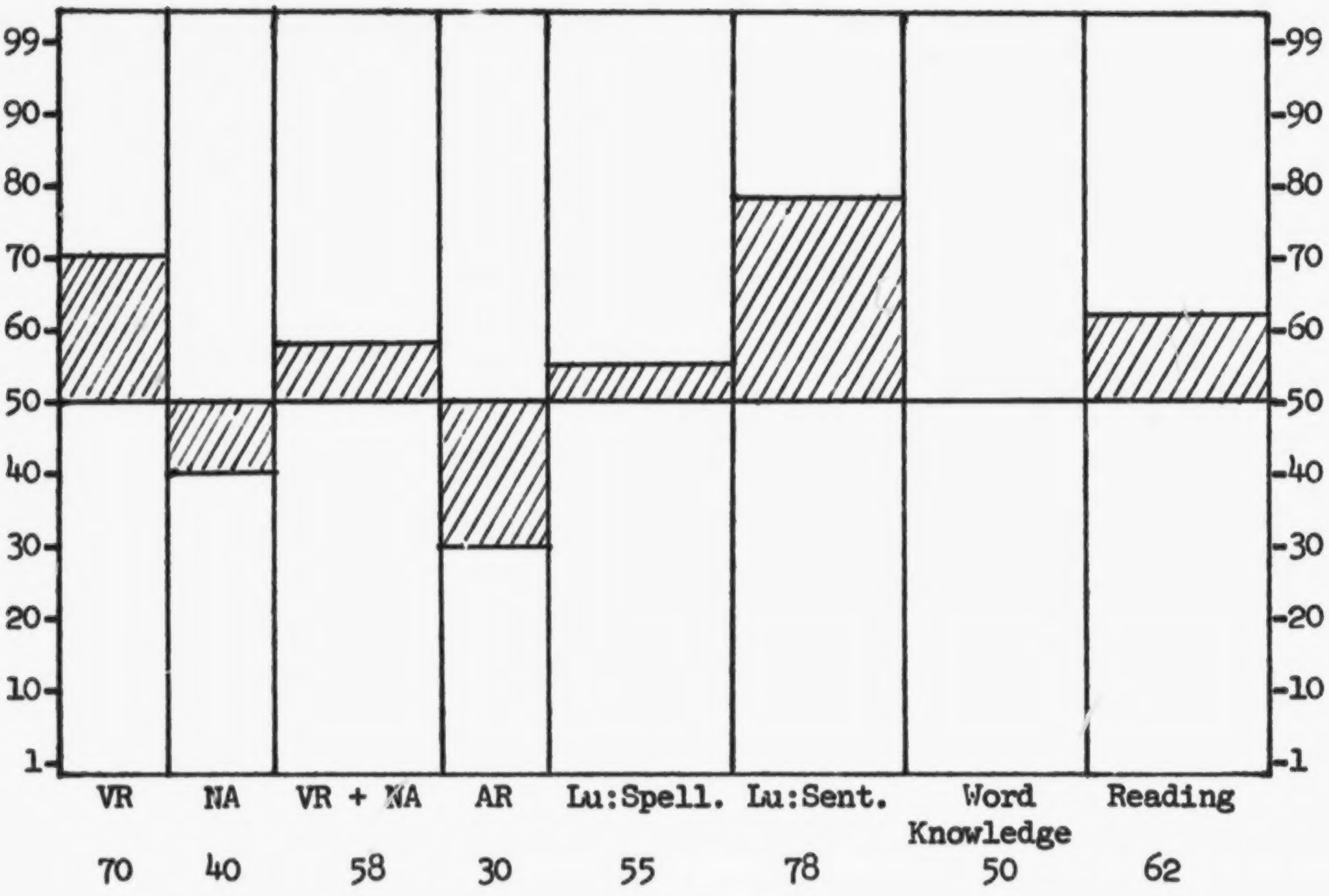
2. The student may use the following items to summarize their elementary school achievement record:

   number of E's
   number of G's
   number of F's
   subjects in which best work was done
   subjects in which poorest work was done
   special honors
   special talents.

3. The counselor may show the students some profile sheets which are used by various schools and have them graph some imaginary test scores. A sample profile may be similar to the one illustrated below.

   Students should note that bar graphs are drawn in relation to the fiftieth percentile; this makes it easier to point out variance from median.

   Individual numerical scores can be added below sub-test names.



4. Since percentile and percentile rank are new terms to most high school students, the teacher will want to help them understand these terms and be able to apply them to their test results. The following exercise might be helpful in developing competency and understanding in the use of these terms. The data following the questions may be used in locating the answers.

Mary made a raw score of 25. What would be her percentile rank?

Ed made a raw score of 16. How many people in every hundred would have a higher score?

John had a percentile rank of 85. What was his raw score?

Marcella made a raw score of 37. How many people in every hundred would have lower scores?

Dan was told he ranked at the 50th percentile. What does this mean?

Data

Raw Score	Percentile Rank	Raw Score	Percentile Rank
46	98	25	50
45	97	23	45
43	95	21	40
40	90	20	35
37	85	19	30
35	80	17	25
33	75	16	20
31	70	14	15
30	65	12	10
28	60	10	5
27	55	6	1

5. A panel of students may discuss important abilities and characteristics for which there are no available tests.

6. Students may review the definition of interest given in list of basic test terms on pages 26 and 27. The class may discuss the following questions in order to better appreciate the relationship of experience to the development of interests.

   How do interests develop?

   How can friends help you develop interests?

   What factors have contributed to the development of your interests?

   Are hobbies and recreational activities a reflection of our interests?

7. The students may answer the following questions.

   Do you prefer dealing with people, things, or ideas?

   Do you like those activities which are done in groups? those that require team work?

   Do you prefer activities which are done alone?

   Do you enjoy meeting strangers? going to new places?

   What hobbies do you have?

8. Since students' interests and activities provide a clue to future plans, students may summarize activities and interests in a chart similar to the following.

Favorite Activities	Field of Interest	Related High School Subject	Related Career
Reading activities			
Physical activities			
Club activities			
Recreational activities			
Work activities			

9. As a class project, students may make a chart to indicate which interests each of the following occupations will utilize. As each occupation makes use of at least two interests, combinations of interests may be used for headings, such as mechanical-scientific or selling-business administration.

band leader
efficiency expert
art librarian
commercial teacher
cataloguer
art teacher
visiting nurse
coach
violin maker
court reporter
physician
missionary
floorwalker
draftsman
prescription clerk
press agent
occupational therapist

truck farmer
engraver
zoological artist
science writer
teller
statistician
upholsterer
stage director
veterinarian
pediatrician
baggageman
rancher
bookbinder
banker
appraiser
forester
lithographer

language teacher
law clerk
fashion editor
airplane pilot
compositor
hardware dealer
nurseryman
toolmaker
marine editor
market analyst
building contractor
business manager
magician

druggist
taxidermist
fruit farmer
astronomer
radio dealer
weatherman
timekeeper
toy designer
beekeeper
art publisher
judge
sports official
cartoonist

10. Members of the class may make charts tracing such physical traits as height, color of eyes, or left-handedness in their family.

11. Individual class members may trace such ability as musical or artistic ability as far back in their family as they can.

12. Each student may prepare unsigned papers indicating the subjects he has elected and his reasons for choosing them. A panel of students may discuss the soundness of the choices and reasons in light of such things as abilities required, interest related to choice, and educational and vocational plans.

13. The following checklist may be used by the students to help them bring together the various factors which should be considered when they are selecting their subjects. Since the subject offerings in each school do have a certain amount of variance, the individual school might want to adapt the checklist to meet its specific courses of study.

Planning My Course of Study

Directives: The subjects offered in our school are listed in the first column. In the second column you are to list the abilities required for these subjects. In the next three columns rate your your interest, abilities, and achievement by using the following symbols: below average - ; average 1; and above average +. For the last two columns use yes or no as they are applicable to your educational and vocational plan.

Subject	Abilities Required	Interest	My Ability	Achievement	Educational Plan	Vocational Plan
Art and Drawing						
Commercial Subjects						
English						
Home Economics						
Industrial and Practical Arts						
Language						
Mathematics						
Music						
Natural Sciences						
Social Sciences						

14. The counselor may discuss with the class why some students do better on tests than others. Some factors to bring out may include emotional temperament, interference from outside activities (work and social), past illnesses in school, lack of established study habits, distractions, different interests.

15. The counselor may discuss the concept of the stanine and point out that it is a nine point system of dividing a group of scores arranged from highest to lowest; category nine being the highest group of scores and category one the lowest. The percentages of each category and their description are as follows:

9 (4%)	High (4%)
8 (7%)	Above Average (19%)
7 (12%)	
6 (17%)	Average (54%)
5 (20%)	
4 (17%)	
3 (12%)	Below Average (19%)
2 (7%)	
1 (4%)	Low (4%)

Counselor Notes

Evaluating My Study Habits

Introduction of the Topic

Every student in school has an important job to do. Just as his parents have their respective jobs in their particular employment or home, so the student's job is in school. School is intricately related to a particular type of work called study. In order to succeed in school and get the most out of his learning experience the student must know how to study. Therefore it is with this purpose that good reasons for studying, study habits, and study conditions are emphasized early in the high school life of each student.

Initiating Interest

What factors may cause two students who did work of the same caliber in elementary school to do work of a different caliber in high school?

What do you think of the statement "Only squares bring home books"?

Should there be a time and a place for study? Are there times when a person should not study?

Should a student see a reason or reasons for study or school subjects?

How do the following comments reflect attitudes toward study?

"I do all my homework in study hall."
"I'm getting by; why study?"
"I study best while watching TV."
"Nothing is interesting in school, so
I don't bother with it."

Methods Proposed

Interviews, checklists, committees, panel discussion, class discussion, showing audio-visual materials as applicable.

Materials Needed

Checklists, booklets on study skills: How to Be a Better Student, How to Study, Study Your Way through School (See bibliography on pages 52 and 53.), questionnaires, mimeographed materials, films and filmstrips.

Suggested Activities

1. The students may interview the members of the school's honor society and the National Honor Society and list, for each member, ten methods of study which they use.

2. Students may tabulate a checklist of the above study methods and compile a list of the ten most frequent methods employed by these students.

3. J. Wayne Wrightstone, in his booklet How to Be a Better Student published by Science Research Associates, states four reasons why a student should want to be a good one. These are paraphrased below:

   If you learn and use better study skills, habits and attitudes, you will make higher marks in your present courses, and will get a wonderful feeling of personal satisfaction.

   You will get along better with your teachers and your parents; you will become more independent.

   You will do your required assignments either at school or at home in less time.

   You will have a better chance to succeed in later work, whether in school or college or in a career, through development of these proper study and work skills.

   A volunteer group may prepare a defense of these reasons stated and also add any additional reasons.

4. The following questionnaire may be mimeographed and used to survey the group's homework habits. In order for the questionnaire to be accurate, the students may be asked to keep a record of the time they devote to studying during a particular week and then fill in the questionnaire.

   Homework Questionnaire

   Number of hours spent studying each evening____________
   Number of hours per week__________
   Percentage of this time spent on written work__________
   Percentage of this time spent on reading assignments__________
   Percentage of homework done in school___________
   Subjects requiring the most time_____________________________
   ____

5. A committee may be organized to summarize these questionnaires and make a report to the class. Small buzz groups may discuss the problem suggested by the summary presented by the committee.

6. Budgeting time is as important as budgeting money. Each student should be helped to become aware of how he spends his time.

Each student may be asked to keep a time schedule of his activities for a week showing what he did from the time he got up until he went to bed.

Each student may plan a schedule for a week ahead, putting in all known engagements. Plans should include study periods as well as activities. A chart such as the following may be helpful.

Weekly Activities

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

The group may discuss the advantages of keeping such a schedule.

7. The following statements may be mimeographed. The pupils then may check their study habits by answering the following questions, circling either Yes or No for each question. After completing the questionnaire, it may be used as a basis for discussion.

Yes No Do you have a definite place of study at home?

Yes No Do you have a definite time to study?

Yes No Do you study alone?

Yes No Do you have a comfortable chair to use while studying?

Yes No Do you have a dictionary in the room in which you study?

Yes No Do you have the radio or television on when you are studying?

Yes No Do you study for more than an hour at a time? without a break?

Yes No Do you keep a notebook with your assignments in it?

Yes No Do you take notes while you are studying?

Yes No Do you make a list of questions of the things you don't understand?

Yes No Do you study every night?

Yes No Do you have good lighting in the room where you study?

Yes No Do you customarily do one type of work or one subject first?

Yes No Do you skim the reading selection before reading it thoroughly?

8. Study techniques are important.

   Each student may list the study techniques which he has found helpful.

   A committee may be asked to organize a master list of study techniques with a second column listing the subjects for which these techniques would be helpful.

9. A panel may discuss and demonstrate the ways in which an outline and notes are prepared.

10. After the students have discussed the differences between standardized tests and teacher-made tests, they may list those items on the following check list which would not be applicable to standardized tests and those which are applicable only to standardized tests. The following check list may be used to help the students with their habits.

Test Check List

Do I:

_____ review for the test the week previous to it?

_____ have a good night's sleep before the test?

_____ get to the class early enough to sit and relax for a moment?

_____ make sure I have all of the necessary equipment: paper, pencil, pen?

_____ look over the complete test before beginning?

_____ approximate the time limits for each question?

_____ read each question carefully before answering?

_____ try to answer all questions even if I am not sure of the answers?

_____ answer the easiest questions first?

_____ think through the question before answering it on paper?

_____ reread my paper before handing it in?

_____ put the test out of my mind when I finish?

11. The following statements may be used to stimulate a class discussion. "Success in school is a good indication of success in later life." "Nothing succeeds like success."

12. The counselor may show pertinent films related to study habits such as Better Reading, Homework: Studying On Your Own, How Effective Is Your Reading? How to Concentrate, Importance of Making Notes. (See bibliography on pages 53 and 54.).

Counselor Notes

Exploring My Family Relationships

Introduction of the Topic

Since the family is the basic unit of society, it is important for the student to understand his relationships within the family and its relationship to society. Such understanding leads to better family cooperation benefiting the student and all other members. The purpose of this topic is to stimulate the students' insights into the mutual living of a family.

Initiating Interest

Comment on the following quote - "I didn't ask to be brought into this world; therefore society owes me a living."

What must a society do because many people are immature?

Does a family have an obligation to live within the laws of its community? why?

What are some responsibilities parents must face in raising children?

Why is it that some families seem to be closer and get along better with each other than other families?

Methods Proposed

Group discussion, debate, bulletin board displays, panel discussions, films.

Materials Needed

Writing and mimeograph materials, bulletin board, newspapers and periodicals, films (See bibliography on pages 53 and 54).

Suggested Activities

1. The counselor may discuss with the students some ways in which parents discharge obligations to children. Some questions for students to consider might be:

   Do your parents enjoy working and sacrificing for your upkeep, clothes, food, and education?

   Is a parent's concern for children based on love? pride in their children? pride in themselves?

Is it right for parents to give their children an allowance? to insist on help around the house? to enforce a curfew? why?

Are teen-agers adults? Are they more experienced than their parents?

Does some form of discipline within the home have a purpose? what? why?

Are teen-agers capable of supporting themselves?

2. The counselor may propose to the students that they organize a panel discussion on such topics as the following:

   "The Individual Exists for Society"

   "The Importance of the Preamble, and the First, Fifth, Tenth, and Fourteenth amendments to the Constitution of the United States."

3. The counselor may show the film You and Your Family or Sharing Work at Home and discuss it with the class.

4. The counselor may get suggestions from the students about activities they enjoy sharing with the family.

5. The students and counselor may prepare cooperatively a bulletin board of articles from magazines, newspapers, and pamphlets on family living and living in society.

6. The students may work out a list of responsibilities that a family has to society. Some of the areas that might be developed are laws, citizenship, community, monetary support, the military, culture.

7. The students may work out a list of the privileges of belonging to a family.

8. The counselor may discuss with the students the importance of family cooperation. Some questions to generate discussion are:

   Some homes you've entered you enjoy returning to; the family seems to have fun and they help each other. Why do they enjoy and help each other?

   Why do I resent being told to do housework? homework?

   Can helping around the house be preparation for later life? how?

   If everyone in the home helps, will everyone have more chance for recreation and an easier life?

   Can actions sometimes "speak louder than words"?

9. The counselor may call for student volunteers to discuss and debate topics on student responsibilities. Some topics are:

   Do rights come only with responsibilities? What is meant by this?

   What are some reasons why a teen-ager answers back sharply to parents or is sullen and disobedient?

   physical reasons
   emotional reasons
   social reasons

   Can helping the family with finances, other children, or household chores be a profitable experience?

   Can teen-agers make wrong decisions? Can parents?

10. "What are things about my behavior that even I can't understand?" may be used as a topic for general group discussion. Emphasis may be placed upon moods, physical changes, enthusiasm, restlessness, feeling of rebellion.

11. The students may comment on these family practices:

    going to church as a group
    planning the family budget
    planning the family vacation
    attending cultural events
    celebrating family occasions
    planning recreational activities
    discussing problems
    discussing current events
    eating in public
    walking and talking
    attending family reunions.

Counselor Notes

Understanding My Social Responses

Introduction of the Topic

When young people enter high school, a new world of associates awaits them. They must adjust themselves not only to a new physical environment, but to a new social pattern necessitating many responses. To aid the student to understand himself so that he may attain a measure of self-confidence and a knowledge of desired behavioral attitudes that will guide him to success in attaining stature among his peers is the aim of the following suggested activities.

Initiating Interest

When the circumstances under which one lives are changed, what must one do to achieve happiness?

What do psychologists mean by the term adjustment?

adjustment-- Changing with circumstances, a method used to reduce tension set up by a drive.

tension-- Mental stress due to frustration.

drive-- Urge to action

Does one often adjust in social situations? school situations?

What are some common forms of adjustment?

Methods Proposed

Discussion, role-playing, use of audio-visual aids, panel discussions, self-evaluation, use of newspapers, magazines, etiquette books, assembly, problem-solving.

Materials Needed

Books, pamphlets for reference, dictionary, mimeographed materials, films such as Developing Self-Reliance, Improve Your Personality (See bibliography, pages 52-54, and the school library catalog.)

Suggested Activities

1. The class may suggest adjustments in following situations:

Mary is new to Brown High School. She is not invited to a party given by one of the girls in her division.

Should she

decide that the girls are snobbish and that she doesn't care to know them?

give a party herself and ask the girls she thinks she likes best?

cry?

do something else? what?

John has his heart set on making the basketball team. After trying out, John is "cut" from the team. Should he

tell everyone what a poor coach the school has, one who plays favorites?

tell everyone that he didn't really want to make the team?

volunteer to be manager or scorekeeper?

practice harder for the next try-outs?

2. The counselor may ask what the school does to assist students in making good social adjustments. What could the school do?

3. The following are examples of the most common adjustment mechanisms. The counselor may ask the students if they can match the mechanism to the action. The counselor may suggest that some interested student make a report on the subject of adjustment mechanisms.

Tony isn't a very good dancer but he belongs to a club that gives dances to which he always goes stag. He stands around and wise-cracks about the boys who dance and clowns with the other fellows and their partners. (Attention getting, wants social approval)

John has a difficult time in math. Instead of listening, he daydreams about motor-car racing. (Flight)

Janie goes to every movie in which Gloria Glamour appears. She does her hair as Miss Glamour does; she imitates her way of walking and talking. Whenever possible, she copies her clothes. (Identification)

George didn't get the lead in the class play, but it didn't worry him. He didn't think the play was worth doing. Anyhow, Joe who got the lead needed the experience. (Rationalization)

John had to give up football because of a trick knee. He decided to become active in the student council and run for office. (Compensation)

4. The class may suggest some of the characteristics of a well-adjusted person. These may include sympathy, understanding, sense of humor, adjustability, balance.

5. Lack of self-confidence is often the reason for much unhappiness in adolescent boys and girls, and it is often the cause of unsuccessful social development. Many young people are afraid of "looking silly or stupid." Many try to cover up insecurity by unacceptable behavior. Knowledge of oneself and of the accepted procedure in a situation will help in developing self-confidence. The following questions may be asked to initiate discussion:

   Did you ever wish for more self-confidence? What does the term mean? Is there such a thing as false self-confidence?

   Is lack of self-confidence a common problem at high school age? How is it evidenced in behavior?

   What do we mean by the term self-respect? How does one develop it?

   How are feelings of inferiority or superiority related to self-confidence?

6. The counselor may suggest that a student look up the word self-respect in the dictionary. The class may discuss the definition and add to it, if they wish. These points may be considered in discussion.

   What is the relation between self-respect and self-confidence?

   Is either achieved overnight?

   How can one learn about oneself?

   Is everyone the same?

   Should one always compare oneself with the ideal who is tops in everything? Does the ideal exist in reality?

7. The class may be asked the following questions to bring out reasons for lack of self-confidence.

   Can problems within the family cause a lack of self-confidence? (Sibling rivalry, lack of freedom, parental problems, lack of money, and lack of social standing may be possible factors.)

   Can feelings of inability to do the task required, cause lack of self-confidence? (Possible factors may be failure to pass subjects, inability to perform up to the family's standards.)

   Can concern about appearance or lack of talent affect self-confidence? (Possible factors may be being too tall, being too thin, not being an athlete.)

Can lack of knowledge about "what to do" or lack of experience affect self-confidence in a situation? (Possible situations may take place at a dance, at the time of applying for a job.)

The class may discuss what one can do to alleviate situations similar to those above. The counselor may suggest readings and individual conferences with the teacher, minister, friend, or counselor.

8. The counselor may show the movie Developing Self-Reliance. (See bibliography on page 53.) It may be used as a basis of free discussion.

9. Each student may make a double list of his social assets and liabilities. He may then make constructive plans about liabilities.

10. The counselor may start a "buzz session" by suggesting that certain skills which give a person self-confidence in a social group can be learned. Some of these skills are listed below.

    dancing
    starting a conversation
    being a good listener
    being able to play popular games
    playing a solo instrument
    knowing the words to songs
    serving on refreshment committees
    preparing food
    being gracious in a social situation
    developing a sense of humor
    being interested in others

11. The counselor may show the film Improve Your Personality (See page 53.) and follow with appropriate discussion.

12. Standards of behavior often indicate self-confidence or lack of self-confidence. The counselor may pose the following situation.

    Steven is the most popular boy in the freshman class. He has many friends and belongs to many groups. However, he feels that Mr. Oliver, the math teacher, is "picking on" him. Steven decides to convince his friends to let the air out of the tires on Mr. Oliver's car. John hears this and says he wants no part in it. Steven and the rest of the group accuse John of being "chicken".

    The class may comment on the following:

    Is John "chicken"? Discuss.

    When do situations require that a person make his own decisions?

Why do you think that this decision was easy for John (considering the group pressure)?

Is it wise to follow a leader's every demand even though he is very well liked and normally good?

Should a person risk friendships, as John did, for a principle?

Should a person develop his own standards of behavior?

How do standards of behavior contribute to self-confidence?

13. The students may work out acceptable definitions of the following terms by using the dictionary or any other sources

honesty
fair play
Golden Rule
justice
good sportsmanship
truthfulness
cheerfulness
consideration
helpfulness
obedience
responsibility

14. Self-confidence leads to behavior expressive of more mature attitudes. The students may discuss the following questions to develop this point.

Are there certain ways of acting at parties and athletic events which are not proper in school?

To what degree can a person be considered really trustworthy to his friends if he lies in numerous school situations?

Should all decisions be made by gang choice? Are there times when one must stand alone?

15. The counselor may show films such as Your Character, How Honest Are You? or Make Your Own Decision as applicable. (See bibliography on pages 53 and 54.).

Making Friends

Introduction of the Topic

Many young people find getting acquainted with other students a difficult task, particularly when they are confronted at the same time by all the adjustments necessary in starting high school. But getting along with people is one of the major tasks in life, and most adolescents are anxious to learn more about making friends.

Initiating Interest

Norman and Charles both belong to the same clubs, but Norman has many more friends than Charles. Does enrollment in a group assure the growth of friendships?

What traits may Norman possess that Charles may lack?

John Donne wrote: "No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee." What did he mean? To what degree can anyone get along by himself?

Methods Proposed

"Buzz sessions", films, discussions, self-evaluation, problem-solving.

Materials Needed

Films (See bibliography, pages 53 and 54.), chalkboard, checklist, references.

Suggested Activities

1. The film Making Friends or Developing Friendships may be used as a springboard for a "buzz session" in which the counselor and students discuss why people are liked or disliked.

2. The counselor may ask a willing student to tell why he considers "Joe" a good friend. The class may list on the board additional qualities of a good friend.

3. The counselor may stimulate a discussion by asking the question, "Why do we want friends?" and eliciting the following points from the class.

   Everyone needs approval and appreciation as well as recognition for accomplishments. Friends provide this.

   By "belonging," one loses feelings of inferiority and inadequacy. One feels stronger in a group and feels accepted.

   Although struggling for independence, adolescents need friends for protection and moral support.

   Good relationships with other people are an important factor in mental health.

   Most people like to share experiences and ideas.

4. The class may consider these questions for discussion.

   What negative qualities can keep one from making friends?

   How can one evaluate popularity in terms of numbers of people known?

   Enumerate the many kinds of friendships one can have. Define acquaintance, casual friend, confidante, "good-time Charlie", good friend.

5. Since friends are important, a self-inventory of qualities that make for friendship may be suggested.

Qualities Leading to Friendship

Do you give credit to others for their accomplishments?

Are you sincere in your compliments?

Are you a good listener?

Are you willing to let others talk rather than just talking yourself?

Do you appreciate thoughtfulness and small favors from others?

Do you say "Thank you"?

Are you, yourself, thoughtful of others?

Do you control your temper?

Do you keep your promises?

Do you contribute to a conversation?

Do you respect other people's belongings?

Do you avoid being sarcastic or clever at someone else's expense?

Do you cooperate with a group?

Do you accept responsibility?

The group may add other qualities.

6. Although we do not become friends with everyone, still we are friendly in attitude toward many people with whom we come into contact. The class may tell why and suggest ways in which we are dependent upon others and in which others are dependent upon us?

7. A committee may read to find suggestions for solving the following common problems. The suggestions may then be presented at a panel discussion.

Kathleen is not only new to high school, but new to the city; therefore she has no friends from elementary school. How can she make friends in her new environment?

What does your school do to help boys and girls make friends? What further help could be given?

Where can one meet friends other than in school?

How does one overcome shyness?

How can one develop friendships with boys and girls?

Johnny says he doesn't need friends. Do you think that a person can get along without friends? Do you think that Johnny means what he says? How can he be helped?

What do you think about cliques? (pro and con)

What do you think about clubs in school? outside school? (pro and con)

Counselor Notes

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Better Reading. Encyclopaedia Britannica Films, Inc., 1952. 13 min. b&w (X-B-86).

Developing Self Reliance. Coronet Films, 1951. 10 min. b&w (X-D-38).

Developing Your Character. Coronet Films, 1950. 10 min. b&w (X-D-37).

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F774-1 "Ready for Dating"
F774-2 "Getting a Date"
F774-3 "What to Do on a Date"
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F775-3 "Learning About Popularity"
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UNIT III

SURVEYING MY FUTURE

Purpose of the Unit

"Surveying My Future" is planned to give the students an overview of the opportunities ahead in college and in the world of work.

Investigating College Opportunities

Introduction of the Topic

Every year a very large number of students enter college. Thousands more will be entering college in the near future. Each year it will be more and more difficult for the student to be admitted to the college of his choice.

Selecting and getting into college is becoming a long, drawn-out process for high school students and parents. Therefore, the ninth grade student should have an overview of the problems involved in college planning.

Initiating Interest

What is college?
Why go to college?
What kind of colleges are there? (see activity 4)
How can college costs be met?
What makes a person eligible for scholarships?

Methods Proposed

Group discussions, selected readings in Plotting Your Program, and use of check lists.

Materials Needed

Class size quantities of Plotting Your Program and The College Booklet published by Adult Education Council of Greater Chicago, duplicate charts on occupations and college, reference library, American Universities and Colleges, Cumulative Bulletin, and Guide to Scholarships and Financial Aid. (See bibliography on pages 68 and 69.)

Suggested Activities

1. The counselor may use Plotting Your Program for the following class activities:

    Read and discuss "Education and Vocational Choice," pages 8-9.
    Answer the questions under "College and You" on page 10.
    Fill out "Thinking about Further Education," page 12.

2. The group may prepare a list of the values of a college education.

3. The counselor and students may complete and discuss the following chart.

Occupations and College	
Occupation	Place (X) in this space if college training is necessary.
Accountant	
Airplane pilot	
Artist	
Attorney	
Automobile mechanic	
Barber	
Business man	
Bricklayer	
Chemist	
Disc jockey	
Doctor	
Engineer	
Fireman	
Housekeeper	
Medical technician	
Nurse	
Pharmacist	
Postal clerk	
Social worker	
Teacher	
Telephone repairman	
Typist	
Veterinarian	
Weather forecaster	
Welder	
Writer	

4. The class may discuss the following institutions of higher learning and their relationship to educational and vocational plans.

    the college
    the teachers college
    the university
    the junior college
    the technical institute

the specialized school (dramatics, clothing design)
the U. S. military academy.

American Universities and Colleges by Mary Irwin and/or other sources in the Unit III bibliography on pages 68 and 69 may be consulted.

5. The counselor may use the booklet The College Booklet, published by the Adult Education Council, in group discussions.

6. The counselor may have the student define scholarship and discuss eligibility for them.

7. The class may list sources of college and scholarship information that are available to high school students.

8. The students may discuss financing a college education by means of loans, grants-in-aid, work-study plans. (See A Guide to Scholarship and Financial Aid.)

9. The students may discuss the significance and value of a college day which is usually planned by juniors and seniors. If the freshmen have the opportunity to attend the college day conference, they may discuss what they have learned or what values they have derived from the college conferences.

Counselor Notes

Understanding Work

Introduction of the Topic

Since most of the students in the ninth grade have very limited work experience, it is imperative that they develop a realistic concept of the world of work. It is important to prepare all students to make the decisions about work which will affect their entire lives; occupational goals should guide educational effort.

Initiating Interest

Are there any reasons for working? Why think about work?

Does geography determine place of work? Do jobs follow people, or do people follow jobs? Discuss.

Is work available in this neighborhood? What work can be found in the community? in Chicago? What work will be available when you are ready to look for a job?

What is the average work week (in hours)? Can machines replace men? What jobs cannot be done by machines?

Has the space-age created opportunities?

How can one best prepare himself to meet probable future industrial demands?

Methods Proposed

Committee work, "buzz sessions", use of visual aids, speakers from Illinois State Employment Service, and voluntary student research.

Materials Needed

Chart and check lists in this unit, Handbook of Job Facts, reference library, films and filmstrips, Plotting Your Program, tapes as necessary from the Division of Radio and Television. (See bibliography on pages 68 and 69.)

Suggested Activities

1. The counselor may use the Occupations and Workers Chart and the Occupational Characteristics List on the following pages to survey students' knowledge and attitudes or to start discussion.

Occupations and Workers Chart

Rank the following occupations according to number of employees. List the occupation with the greatest number of workers first.

a. Armed forces 1.____

b. Construction 2.____

c. Factories 3.____

d. Farmers 4.____

e. Finances 5.____

f. Government 6.____

g. Mines 7.____

h. Services (barber, tailor, etc.) 8.____

i. Stores 9.____

j. Transportation & public utilities 10.____

Information for Counselors

The following information is a key to the above chart.

1. Factories	**(16.4 million)**
2. Stores	**(11.7 million)**
3. Services	**(8.7 million)**
4. Government	**(8.5 million)**
5. Farmers	**(5.7 million)**
6. Transportation	**(3.9 million)**
7. Construction	**(2.8 million)**
8. Finances	**(2.5 million)**
9. Armed forces	**(2.5 million)**
10. Mines	**(0.7 million)**

Occupational Characteristics List

Check six items of the following which are most important to seek in choosing an occupation.

Job glamor
Money
Personal satisfaction
Pleasant co-workers
Security (pension, hospitalization)
Opportunity to travel or study
Easy work
Opportunities to meet people
Social service
Social position (prestige)
Risk or adventure
Creative work (artistic, new, self-expression)

2. The counselor may establish cooperatively with the students working definitions of the following terms:

automation
career
occupation
job
salary
wages
skilled worker
unskilled worker
blue collar worker
white collar worker

A list of Suggested Definitions for Counselor's Use

automation--The process of replacing manually controlled equipment with mechanical or electrical equipment.

blue collar worker--A characterization suggesting shop or manual work and work clothes; skilled, semi-skilled or unskilled workers.

career--An occupation or calling which forms the chief object in life.

job--Tasks that result in a product or service.

occupation--A group of similar jobs found in one or several industries.

salary--A regular, periodic payment for services as distinguished from wages.

skilled worker--One who has technical training of specialized type.

unskilled worker--A laborer in a manual occupation who generally has no specialized training.

wages--Payments made by the hour, day, or week as distinguished from salary.

white collar worker--A characterization suggesting office work with numbers, words or ideas; clerical, managerial, professional, or sales.

3. Students may make a cooperative survey of the various occupational possibilities in the neighborhood.

4. A student committee may list books, pamphlets, and other sources of information about an occupational field. (Information is available in the counselor's office.)

5. Students may report about a parent's work, emphasizing educational and other requirements of the worker as well as a description of the work.

6. Students may fill out "Thinking About an Occupation" in Plotting Your Program, page 12.

7. The counselor may show films or filmstrips. (See bibliography on pages 68 and 69.)

8. Students may discuss current and future changes in the following topics: Leisure Time, Women in Industry, Population Movement, Technical Training. This may be done in a general "buzz session" with student leaders.

9. The counselor may arrange for speakers from Illinois State Employment Services or specific industries on such topics as the following:

   Work in a Changing World
   New Jobs in the Chicago Area
   Education and Work.

10. Below is a list of causes of job failure compiled from records of personnel workers in industry. The students may comment on how each could cause job failure.

    absenteeism
    fighting on the job
    garnishments
    improper attire
    insubordination
    lack of skill
    laziness
    low production
    obnoxious personal habits
    social maladjustments
    tardiness
    use of profanity

Obtaining Work Experience

Introduction of the Topic

More high school students than ever before hold part-time jobs. These jobs have value to the student as preliminary work experiences, as a means of sharing family financial responsibilities, and as an initiation into the practical aspects of handling money.

The schools are not employment agencies, but they can help students by acquainting them with job availability, methods of application, legal requirements, and accurate, up-to-date job information.

Initiating Interest

Are there more part-time job opportunities for girls or boys? Discuss.

John is a fifteen year old boy working in a factory on a drill press. He works thirty hours a week part-time and puts in nine hours on Saturday. What is wrong with his work situation? Is his parent's permission sufficient? (See activity 8.)

How would you get a job?

What is a work permit, an age certificate, the child labor law, a part-time job, a full-time job, a hazardous job, a social security card? (See activity 4,5,8.)

Can there be a relationship between hobbies and part-time jobs; part-time jobs and careers?

What are some traits an employer will be looking for in an applicant?

Methods Proposed

Role playing, display of work forms, discussion, use of newspapers, speakers from employment agencies or community service organizations.

Materials Needed

Copies of child labor laws, work permits, age certificates (see Handbook for Counselors), application forms, newspapers, "Freshman Self-Inventory" (on the following page).

Suggested Activities

1. The class may dramatize a job interview.

2. The class may analyze avenues of employment as follows:

   ads in local and city newspapers
   friends, neighbors, relatives
   door-to-door canvassing
   Illinois State Employment Services
   school counselors.

3. Students may use "Freshman Self-Inventory" concerning part-time work as follows:

Freshman Self-Inventory
Part-Time Work

	Comments	Yes	No
1. Do I need to work?			
2. Can I find work?			
3. Do I have work experience?			
4. Can I spare the hours?			
5. Do I want to work?			
6. Is the experience worth the effort?			

4. Students may discuss work permit requirements, both for students of 14 and 15 years and for those 16 years old and older. (Refer to Handbook for Counselors.)

5. The counselor may obtain social security forms from the local Social Security Office (See telephone directory--U. S. Government: Health, Education and Welfare Department) and each freshman may fill out a form. It is suggested that forms be sent in for those who have no social security number.

6. The counselor may obtain speakers from the Illinois State Employment Service and from the Social Security Office to speak on part-time work opportunities and social security regulations.

7. The students may ask for job application forms from the employment offices of various companies and display them on bulletin boards for comparison.

8. Students may discuss the regulations and laws which govern the employment of youth in Illinois. The Illinois Child Labor Law states the following rules.

Hours of Work

A person under 16 may not work for more than three hours on a school day nor eight hours on a non-school day. A person under 16 years of age may not work between the hours of 7:00 p.m. and 7:00 a.m.

Hazardous Occupations

No minor under the age of 16 years shall be employed, permitted, or suffered to work under the following conditions:

1. In, about, or in connection with any public messenger or delivery service, bowling alley, pool room, billiard room, skating rink, exhibition part or place of amusement, garage, filling station or service station, or as a bellboy in any hotel or rooming house, or about or in connection with power-driven machinery.

2. In the oiling, cleaning, or wiping of machinery or shafting.

3. In or about any mine or quarry; provided that office and messenger and other non-hazardous employment shall not be prohibited by this Act.

4. In stone cutting or polishing.

5. In or about any hazardous factory work.

6. In or about any plant manufacturing explosives or articles containing explosive components or in the use or transportation of same; provided that office and messenger and other non-hazardous employment shall not be prohibited by this Act.

7. In or about plants manufacturing iron or steel, ore reduction works, smelters, foundries, forging shops, hot rolling mills, or any other place in which the heating, melting, or heat treatment of metals is carried on; provided that office and messenger and other non-hazardous employment shall not be prohibited by this Act.

8. In the operation of machinery used in the cold rolling of heavy metal stock or in the operation of power-driven punching, shearing, stamping, or metal plate bending machines.

9. In or about sawmills or lathe, shingle, or cooperage stock mills; provided that office and messenger and other non-hazardous employment shall not be prohibited by this Act.

10. In the operation of power-driven wood-working machines, or off-bearing from circular saws.

11. In the operation of freight elevators or hoisting machines and cranes.

12. In spray painting or in occupations involving exposure to lead or its compounds or to dangerous or poisonous dyes or chemicals.

13. In any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises or in which such liquors are manufactured or bottled. (A Chicago ordinance prohibits minors under 21 years from such employment.)

14. In oil refineries, gasoline blending plants, or pumping stations on oil transmission lines.

15. In the operation of laundry, dry cleaning, or dyeing machinery.

16. In occupations involving exposure to radioactive substances. (No female under the age of 16 years shall be employed or engaged in any capacity where such employment requires her to remain standing continuously for and during the performance of her work.)

Exemptions to the Above

Minors engaged in agricultural pursuits or sale and distribution of magazines and newspapers at hours when schools are not in session.

Minors engaged in work around a home of an employer, provided this work is not connected with the business of an employer.

Employers hiring minors between 14 and 16 years old must comply with work permit requirements.

Employers hiring minors alleging to be between 16 and 20 years of age should protect themselves by requiring these minors to obtain age certificates.

Further information on work permits and certificates can be obtained by writing to the Bureau of Pupil Personnel Services, Employment Certificates, Chicago Board of Education, 228 North LaSalle Street, Chicago 1, Illinois or by calling DE 2-7800, Extension 575.

Generally when there is an overlap between laws, (federal, state, county, city), the most stringent law applies.

9. The students may take part in a panel discussion that considers the following questions:

   How many hours are students required to stay in school?

   How many hours can students work?

   How long does this make the student's work day?

   What other factors should be considered when planning the school and work day?

   How much time should be allowed for recreation, rest, personal needs?

10. The students may prepare a list of jobs that 14-and 15-year-old students can do.

11. The counselor may use the following extracted part-time work survey data for the Chicago Public Schools (dated May, 1963) for a study. Questions for study may include the following.

    How does the number of students working part-time in 1963 compare with 1957? How does the percentage compare?

    What has happened to the hourly salaries of part-time student workers since 1957?

    In what kinds of part-time work are most students engaged?

    How would a student's work week compare with an adult's for each of the hours tabulated?

Student Employment

SUMMARY OF THE MAY, 1963 PART-TIME WORK SURVEY
CHICAGO PUBLIC HIGH SCHOOLS

Through the cooperation of students, teachers, counselors, and administrators, this annual survey is made possible. These figures reveal interesting data concerning part-time work activities. The efforts of all participants are deeply appreciated.

Number enrolled in Chicago Public High Schools	111,129
Number taking part in the survey	100,708
Total working part-time	20,872 -- 20.7%

Distribution by age groups of girls and boys of those working.

16 or over - Girls	6,083	Under 16 - Girls	1,464
Boys	9,887	Boys	3,438
	15,970		4,902

Weekly hour ranges (percentages without regard to age)

Less than 10	10 to 19	20 to 29	30 and Up
19.4%	36.4%	31.5%	12.7%

Hourly pay ranges (percentages without regard to age)

Over $1.35	$1.20 to $1.35	$1.05 to $1.19	$.90 to $1.04	$.75 to $.89	Under $.75
27.4%	20.8%	14.3%	21.8%	8.9%	6.7%

Kinds of work (percentages without regard to age)

Sales	22.9%	Care of children	5.8%
Stock	14.7%	Restaurant work	8.1%
Office work	11.3%	Delivery including newspapers	7.6%
Factory production and processing	3.9%	Recreation or social centers	2.7%
		Unclassified (other)	18.4%

A comparison of this year's data with that of 1962 may be worthwhile. Although the number of students who participated in the survey has increased, the percentage of students working has decreased slightly. There has been a noticeable increase of the number of students who are under 16 years old who are working and a corresponding decrease in the number of students over 16 years of age. An analysis of the kinds of jobs obtained shows approximately the same relative distribution as that of last year.

Some Comparisons for a Seven-Year Period

Year	Number Reporting	Percentage Working	Percentage Earning $1.20 or More	Percentage Earning Less than $.75
1963	100,708	20.7	48.2	6.7
1962	93,676	20.5	47.5	6.2
1961	90,884	21.0	44.9	5.9
1960	85,879	26.1	43.7	5.6
1959	86,788	21.9	35.1	8.7
1958	86,896	22.5	*32.9	9.6
1957	82,161	24.6	*30.8	9.8

*In these years, $1.15 was used as a base.

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"How to Choose the Right College"
"How to Read the College Catalog"
"How to Get Ready for College"

Planning Your Career. Encyclopaedia Britannica Films, Inc., 1953. 16 min. b&w (X-P-97).

Your Earning Power. Coronet Films, 1952. 10 min. b&w (X-Y-17).

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*Counselor's reference

Counselor Notes

10

TENTH GRADE

DEVELOPING MYSELF FOR THE FUTURE

General Purpose

The group guidance units of the tenth grade have the explicit purpose of developing and strengthening the student's view of himself and his school and of helping him to see the relationship between the two.

In this year of group guidance, the student evaluates himself as a person, sees what opportunities his school offers, improves effectual school-work habits, recognizes the interdependance of people, and previews post high school possibilities.

Thus the sophomore year is a crucial and formative period. The units lay the groundwork upon which future guidance activities in the eleventh and twelfth grades may build.

TENTH GRADE

DEVELOPING MYSELF FOR THE FUTURE

I. Discovering more about myself

  A. Developing new interests through activities

    Checking my activities
    Stimulating friendships and interests

  B. Reviewing my high school plans

    Examining my test results, achievements and interests
    (Interest Inventories)
    Comparing my potential to my achievement

  C. Relating educational and vocational interests to school subjects

II. Exploring career opportunities

  A. Learning about occupational fields

    Studying levels of occupations
    Meeting educational requirements for occupations
    Viewing new occupational fields
    Examining future occupational fields

  B. Analyzing employment facts

    Learning about labor force growth
    Knowing about automation
    Learning about women in industry
    Studying the effects of population mobility
    Relating education and opportunity

  C. Utilizing sources of career information

    Planning conferences and tours
    Studying government statistics and publications

  D. Getting acquainted with colleges of the immediate area

    Learning about available schools of different types
    Using a catalog
    Knowing sources of information

  E. Choosing a college

    Satisfying one's own needs
    Availing myself of financial resources

Learning about early admissions
Knowing about advanced placement

F. Taking scholarship and college entrance examinations

Learning about the Merit Scholarship examination and the College Boards
Studying about other scholarships and examinations

III. Achieving personal success

A. Gaining skills for school

Improving my reading
Developing logical thinking
Learning about specialized skills

B. Developing interpersonal relationships

Discussing wellsprings of action
Changing one's behavior
Solving problems

C. Understanding community citizenship

Analyzing the recreational, welfare, and cultural resources
Serving the community
Learning about community opportunities
Knowing my community responsibilities
Taking pride in my community
Building my community

UNIT I

DISCOVERING MORE ABOUT MYSELF

Purpose of the Unit

"Discovering More About Myself" is intended to broaden the student's range of interests, and to reappraise his high school plans in view of future educational and vocational goals.

Developing New Interests Through Activities

Introduction of the Topic

Boys and girls wish to get as much out of high school as possible. To do this, they must participate not only in the intellectual life of the school but also in its social life. The American schools seek to develop the whole individual. Thus, students should be encouraged to participate in activities which cultivate many and diversified interests.

Initiating Interest

Should all students participate in some school activity?

Can joining groups be overdone?

Must a person know all about a club before he joins? Why? Why not?

Is there any carryover from school clubs to life? to your future job? to hobbies?

Methods Proposed

Class discussion, reports, films as applicable, student speakers, self evaluation questions, compiling a resource shelf in room library.

Materials Needed

Mimeographed materials, copies of club bylaws, school newspapers and annuals, films, writing materials.

Suggested Activities

1. The counselor may survey the class orally to find out what hobbies and interests they have or would like to cultivate. These may be tabulated on the board and then matched with closely related school activities or clubs.

2. Interested students may contact the clubs outlined in the first activity and arrange to attend one of their meetings. After attendance at the meeting these students may report to the class, stressing such points as:

   name and purpose of club
   names of officers
   requirements for membership
   time and place of meetings
   number of members.

3. Each student may list the various groups of which he is a member such as division, class, extracurricular and others. The group discussion may be based on such subjects as:

   What are the advantages of being a member of a group?

   What obligations result from group membership?

   When do individual responsibilities supersede group obligations?

4. After viewing the film Making Friends, the group may discuss different kinds of friends, ways in which interests help to create friendships, and circumstances in which friendships must be terminated.

5. The counselor may contact senior leaders in various clubs and organizations and arrange for them to tell the class which activities have aided them in school and in life outside of school.

6. Each student may prepare a list of answers to the following questions as a self-check prior to actually entering an activity.

   How much time should I devote to extracurricular activities?

   How many activities should I join?

   Am I really interested in the activity?

   Are my school grades going to suffer by joining activities?

   How hard do I plan to work at the activity?

   How long should I stay in an activity to see if I really like it?

To what extent can I judge an activity by its sponsor, leaders, and members?

To whom should I go for help and advice in picking an activity?

What do I hope to gain by joining this club or group?

How much "shopping around" should I do before joining a group?

7. The counselor may generate a group discussion based on the answers to the sixth activity. Different volunteers may lead a discussion on each question.

8. The students may prepare a reference shelf of bylaws, rules, and requirements for all the school clubs and activities by contacting all the clubs and bringing in a copy or copies of the annual and past issues of school newspapers.

Counselor Notes

Reviewing My High School Plans

Introduction of the Topic

The student has now been in high school for a year. He should re-evaluate some of his high school plans in terms of his experiences in high school. Perhaps some of his plans relating to school subjects and post high school were unrealistic. Now he has test results, grades, and first hand experiences in his interest fields from which to make wiser and more realistic choices; therefore, this would be the appropriate time to review his earlier plans.

Initiating Interest

What have the 9A tests shown about your ability? your achievement?

Should you change your choice of subjects to those more suited to your abilities?

Have your school grades matched your potential as evidenced by tests?

So far, where do your interest fields seem to lie? Do they match your abilities?

Where can you get more help, if you are unsure about your school plans?

Methods Proposed

Group discussion, student discussion leaders, lecture and review, comparison diagram.

Materials Needed

Writing materials, copy of ninth grade group guidance Unit II, "Discovering My Interests and Abilities" (page 25).

Suggested Activities

1. The counselor may review the interpretation procedures used for the 9A tests listed in "Suggested Activities" and "Notes to Group Counselor" in ninth grade Unit II. This may be done by means of a lecture with a question and answer period following.

2. The students may analyze the following situation.

   Steven is taking a college preparatory course. His father is a doctor and is very anxious for Steven to follow in his footsteps.

Steven's VR is at the 45th percentile, his NA is at the 50th percentile, his AR is at the 55th percentile, and his reading abilities are at the 35th percentile. His Language Usage is at the 50th percentile in Spelling and at the 35th percentile in Sentences. Steven dislikes science and is not very happy with verbal subjects such as language, history, and English, but he wants to please his father. Steven likes shop, mathematics, and mechanical drawing. His grades so far in high school have been F's and G's except for an S in shop, an E in algebra, and an E in mechanical drawing.

Suggested Questions

Do Steven's interests seem to point to success as a doctor? Why? Why not?

In terms of achievement is Steven very satisfied with the course he is in?

Will it be possible for Steven to graduate satisfactorily in the college preparatory course?

Does Steven's ability match his achievement? Why? Why not?

What factors might change Steven's outlook on school subjects?

What suggestions would you give Steven regarding School subjects?

3. The students may draw a diagram for themselves similar to the following:

In column A they may place names of anything they do and like, or a career they would like to follow.

In column B they may write the names of completed school subjects related to each interest or hobby.

In column C they may place the grades they have received in the completed school subjects listed.

In column D they may place the names of subjects needed to gain more knowledge about their interests and hobbies or to pursue them further.

In column E, after considering all four other columns, the students can see if the subjects they have taken match in terms of achievement, and interests; they should put yes or no in line with separate interest or hobby field.

A	B	C	D	E	
Interests or Hobbies	School Subjects Which Are Related	Grades in These School Subjects	Subjects Needed	Advisable Course Yes?	No?

4. Two student leaders may conduct a discussion on the following topic: "Why Does a School Test Students?"

   Areas to be covered:

   placement in school subjects
   preparation for a vocation and college
   diagnosis of student difficulties
   report to parents.

5. The counselor may lead a discussion about interest inventories.

   Notes to Counselor:

   Purpose--mainly for vocational and educational guidance.

   Form--generally a "self-report" technique whereby an individual describes his own characteristics. It is often a long questionnaire.

   Types--Kuder Preference Record, Strong Vocational Interest Blank, Lee-Thorpe Inventory.

   Interest Inventories are not given as a part of formal test programs in either 9A or 11A. They can be given on a voluntary basis in groups or on an individual basis for special cases.

Drawbacks--difficult to score and interpret for the uninitiated.

More Information--Cronbach, Lee J. Essentials of Psychological Testing. New York: Harper and Bros., 1960.

6. The counselor may review the term achievement, defined in freshman group guidance units on testing, discussing with the student the terms overachiever and underachiever. The counselor should give examples by comparing imaginary test scores and grades or teacher's estimate and grades. At this point, one may also bring into the discussion the idea of the fallibility of standardized and teacher-made tests.

The following questions may be used to stimulate student thinking:

Is any test an exact measure of a student's abilities and interests? Why or why not?

What external and internal factors can affect a person's test results?

Is there really such a thing as overachievement?

Why do some individuals always do well on tests? do poorly?

Counselor Notes

Relating Educational and Vocational Interest to School Subjects

Introduction of the Topic

Programming students into the proper channels is an important task of the high school and the counseling service. Since students' vocational activities will be based on their interests, it is desirable that their educational and vocational interests be integrated as closely as possible with the school curriculum.

Initiating Interest

Are there some school subjects which are basic for the success of every student? Explain

Why are English, math, science, and social studies required subjects in high school?

How can hobbies and recreational interests lead to careers?

When can interest be a stronger motivating force than high ability?

How are your present high school subjects in line with your interests?

Methods Proposed

Student readings and reports, chalkboard work, group discussion, review and reinforcement of past group guidance units.

Materials Needed

Chalkboard, a copy of Discovering Your Real Interests and School Subjects and Jobs (see bibliography on page 84), ninth grade group guidance Unit II (page 25) and tenth grade group guidance Unit I (page 78).

Suggested Activities

1. The counselor may review the definition of interest as listed in ninth grade Unit II, "Discovering My Interests and Abilities" as well as the discussion of Interest Inventories in the previous topic of this unit.

2. A series of thought questions such as the following may be presented to the class to stimulate their thinking about interests.

Why do you like certain recreational activities and dislike others?

Why do you excel and work hard in certain school subjects and do minimum work in others?

Why is your best friend, your best friend?

Why do you like school? Is it the teachers? subjects? social life? activities?

Why do you dislike school? Is it the teachers? subjects? social life? activities?

3. The counselor may write a series of "If I were a . . ." questions on the chalkboard and have students list below each question high school subjects which they think would be good preparation for the occupation. Some samples are:

   If I were a lawyer . . .
   If I were a nurse . . .
   If I were a beautician . . .
   If I were an electrician . . .
   If I were a stenographer . . .
   If I were a teacher . . .

   As an alternate to this activity the students may use occupations in which they are interested.

4. Two students may read and report to the class on books or pamphlets related to interests and school subjects. Suggested pamphlets:

   Discovering Your Real Interests
   School Subjects and Jobs (See bibliography on page 84)

   These reports may be used as the basis for a group discussion.

Counselor Notes

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UNIT II

EXPLORING CAREER OPPORTUNITIES

Purpose of the Unit

"Exploring Career Opportunities" is designed to give the student detailed information about the variety of occupational fields and significant employment trends. It also presents to the students a comprehensive survey of college information.

Learning About Occupational Fields

Introduction of the Topic

Getting an accurate picture of the world of work is complicated by the vast number of industries (approx. 1500) and occupations (approx. 40,000) from which to choose the occupations of a lifetime. As research, invention, and progress develop entire new fields of work and make obsolete existent means of earning a living, the student must become aware of opportunities available within an occupational field and also aware that his interests and abilities may be developed in more than one field. Realizing that occupations are classified in many ways is one way of developing occupational perspective while exploring career opportunities.

Initiating Interest

What is meant by the term occupational field? Name a number of fields. (See activity 2.)

What have the following occupations in common: practical nurse, registered nurse, X-ray technician, physician, surgeon, pathologist, dietician? How do these occupations differ?

What occupations can be named within the educational field? the banking field? others?

Can occupations be grouped in more than one way? How have they been grouped by the U. S. Employment Service? Where can this information be obtained?

How many blacksmiths does this community have? Why? Name any other jobs that are becoming highly specialized or limited because of changes in economic patterns or technical invention.

Will there be new jobs in the future? What new opportunities have been developed in communication? transportation?

Methods Proposed

Panel discussions, surveys, industrial conference, talks by community representatives, use of visual aids.

Materials Needed

Guidance library, newspapers, reference sources for counselors, films or filmstrips, occupational briefs. (See list of free and inexpensive materials.)

Suggested Activities

1. The film A Future to Bank On may be shown as an introduction to the various occupations within a field.
2. The counselor may define the terms: occupational field, labor, management, profession, service worker, technician, fringe benefit.

A List of Suggested Definitions for Counselor's Use

fringe benefits--The supplementary benefits other than salary; i.e., hospitalization, vacation.

industry--A group of occupations within a specified field of work; a form of economic activity.

labor--The class of wage earning workers, especially those doing physical work.

management--Those collectively who are responsible for the direction of an enterprise or business.

occupational field--A grouping of jobs according to significant common factors of the occupation.

profession--An occupation usually involving long and specialized preparation on the level of higher education.

service worker--One who renders service on a non-professional level.

technician--A worker on a level between the skilled worker and the professional.

3. The counselor may arrange a conference utilizing services of the state employment agency and community groups to answer general questions such as "Why finish high school?", "What are the opportunities within...," and "How can one prepare for...?" (See Handbook for Counselors.)

4. The class may discuss the following ways in which occupations can be classified.

   Dictionary of Occupational Titles (See bibliography on pages 115-118)

   - Professional and managerial
   - Clerical and sales
   - Service
   - Agricultural, fishing and forestry
   - Skilled
   - Semi-skilled
   - Unskilled

   Interests

   - Working with people
   - Working with things
   - Working with ideas

   Interests by fields

   - Aesthetic
   - Commercial
   - Mechanical
   - Natural
   - Scientific
   - Social

   Standard Industrial Classification*

   - Agriculture, forestry, and fishing

   - Mining

   - Contract construction

   - Manufacturing

   - Transportation, communication, electric, gas, and sanitary services

   - Wholesale and retail foods

   - Finance, insurance, and real estate

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*The Technical Committee on Industrial Classification, Bureau of the Budget, Standard Industrial Classification (Washington: Government Printing Office, 1957.)

Services

Government

Nonclassifiable establishments

5. After discussing these four methods of classifying occupations, the class may suggest other methods which may be used; i.e., salary, education needed, and others.

6. Each student may list ten occupations and classify them by the methods suggested in Activity 4 or by the methods suggested by the class.

7. Several committees may be organized to investigate and prepare lists of different kinds of occupations in the various industries. Is there an overlapping?

8. The students may complete the following chart, using such sources as Occupational Outlook Handbook, Handbook of Job Facts, or occupational briefs. (See bibliography on pages 115 to 118.)

Study of Occupational Fields

Educational Requirements	Occupational Fields		
Graduate Work Special Training 4 Years of College	(Sample) 1. MEDICAL Physician Surgeon Pathologist Anesthetists	2.	3.
Special Training 4 Years of College	Dietitian Food Technologist Occupational Therapists		
4 Years of College	Nurse Registered Medical Librarian Medical Record Librarian		
Special Training 2 to 4 years of College	Medical Record Librarian Nurse, Registered Medical Technologist		

Special Training 4 Years of High School	X-Ray Technician Plant Engineer Electrician	2.	3.
4 Years of High School	Clerical Work Nurse's Aide		
Less than 4 Years of High School	Nurse's Aide Laundress Office Aide		

9. In order to help the students begin to appreciate the number of possible occupations, committees may be organized to undertake the following tasks.

   A list of the occupations represented by the parents or older brothers and sisters of the class members may be prepared.

   A report may be prepared on the occupations represented by the items which are found in the class; i.e. textbooks: printers, writers, photographers, salesmen, others.

   A committee may interview the visitors to the school to ascertain their occupations.

   The students may report on people in different occupations in the central business district of the local community.

   A committee may prepare a list of occupations listed in the first hundred pages of the "Red Book" telephone directory.

   A list of possible future occupations in business and industry may be prepared.

10. A more ambitious activity which requires more time and energy is a community occupational survey to determine the number of occupational opportunities available in the local community. To avoid making this too extensive a project, the students may limit the survey to a small section of the community. (See Walter Greenleaf, Occupations. Washington, D. C., 1951, pages 93-94, for a suggested outline.)

11. A research committee may compile a list of the possible sources of further information about occupations. This committee will want to illustrate oral presentations with as many of these sources as possible.

12. To illustrate seasonal trends, a committee of students may save the classified advertising section of the daily newspaper over a period of time. A summary of employees wanted in a particular field over a period of months should indicate some of the industries with seasonal hiring.

13. Students may clip from a newspaper or news magazine at least three articles which indicate the extent to which laws and regulations tend to affect workers and industry.

14. A panel of students representing various occupations may tell how an individual vocational life was affected by the opening of the Lake Calumet Harbor of the Chicago Regional Port District at 12700 Butler Drive, Chicago.

15. A panel of students may discuss how the dismantling of the stock yards affected job placement.

Counselor Notes

Analyzing Employment Facts

Introduction of the Topic

The world around us is moving rapidly; no stereotyped approach to a career should be attempted but rather a development of a flexible, fluid attitude to this changeable work world. An explanation of current and future trends is necessary. Therefore, the purpose of this section is to acquaint students with salient facts about the employment world and its ever-changing emphases.

Initiating Interest

Can machines replace people? When did automation begin?

What role are women taking in the world of work?

What effect does automation have on the labor market?

What effect will population migration within the country have on employment? (See The American Workers, Fact Book, U. S. Dept. of Labor.)

Does education determine occupation or occupation determine education? Explain.

Methods Proposed

Group discussions and panels, selected readings from U. S. Department of Labor, U. S. Census reports, and Illinois State Employment Service publications, speakers as necessary and available.

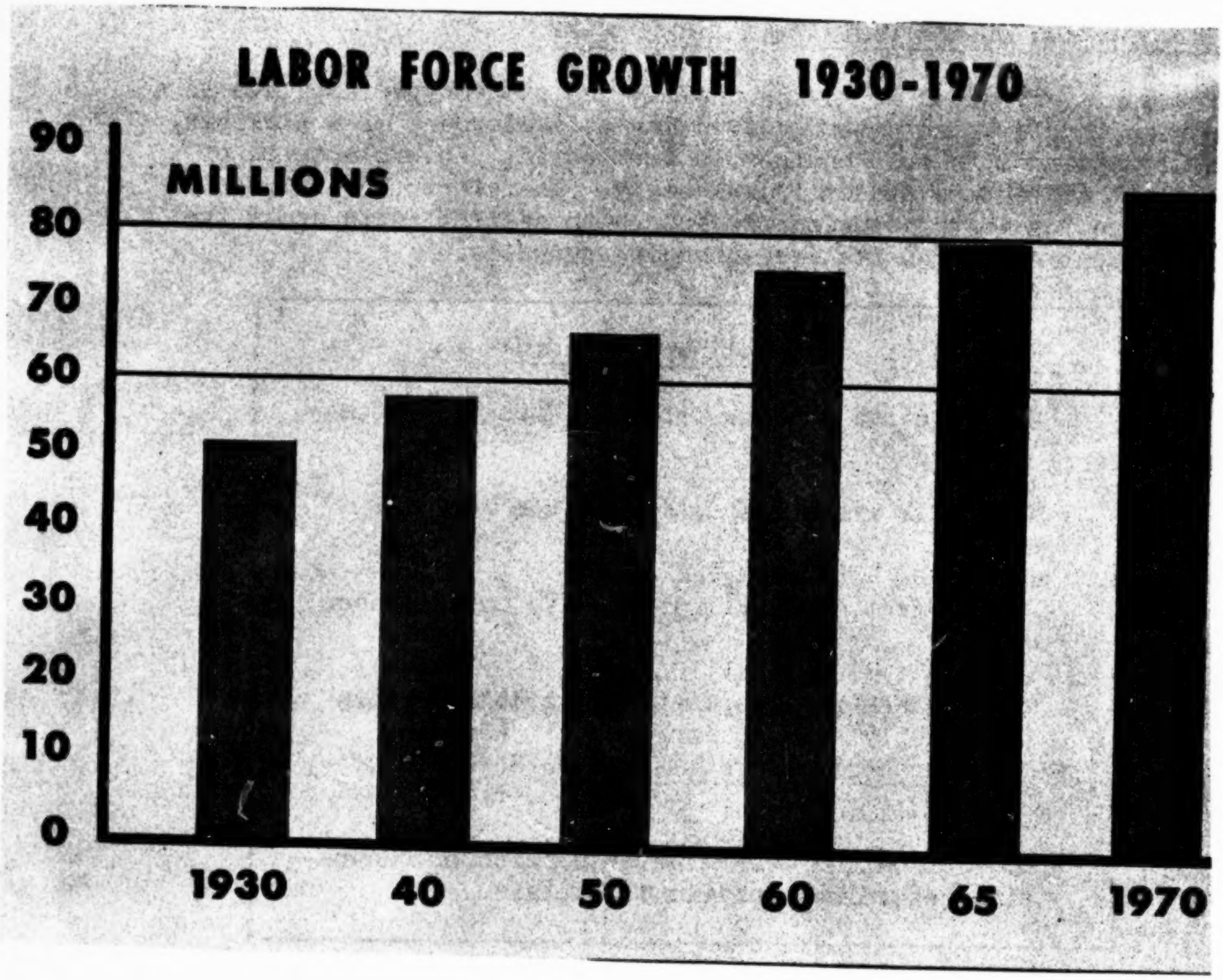
Materials Needed

Department of Labor and Illinois Employment Service pamphlets, Occupational Outlook Handbook, current surveys and information from newspapers, magazines, books, and trade publications, graph paper, ruler.

Suggested Activities

1. The counselor may mimeograph the following charts and graphs for distribution, including the series of questions under each graph.

GRAPH I

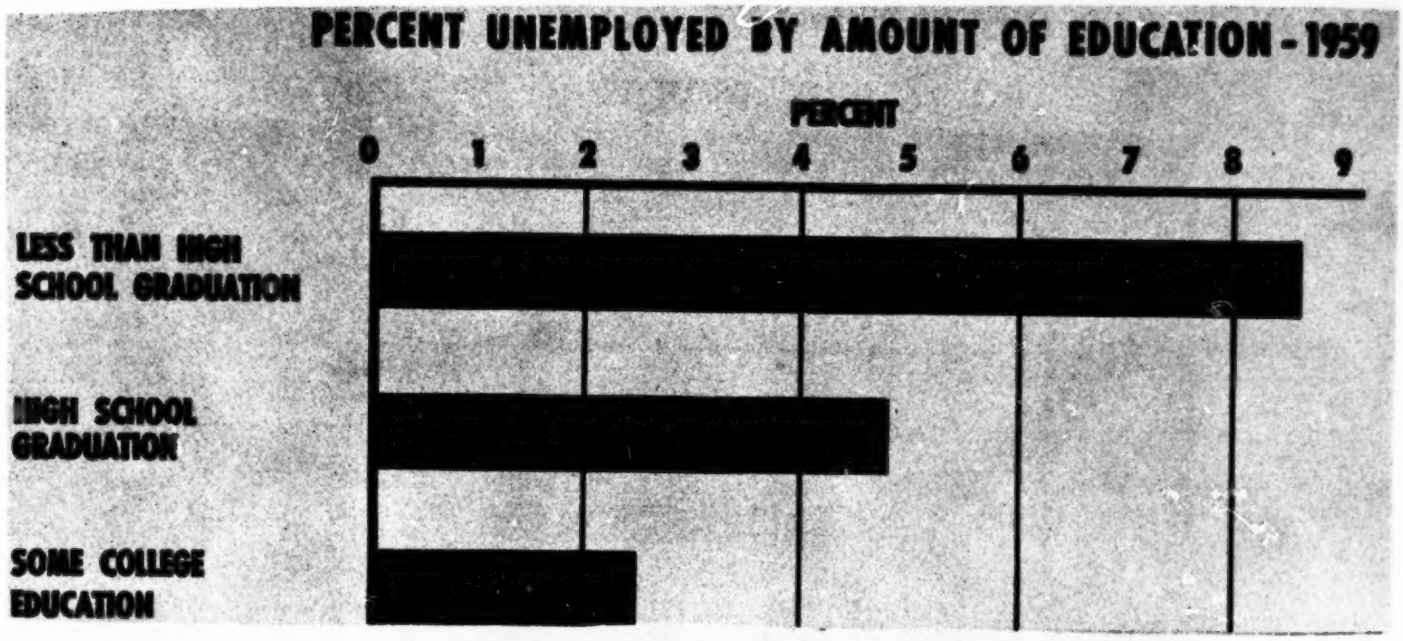


What is the estimated labor force for 1970?

What is the approximate labor force in 1963?

What is the difference in the labor force between 1930 and 1970?

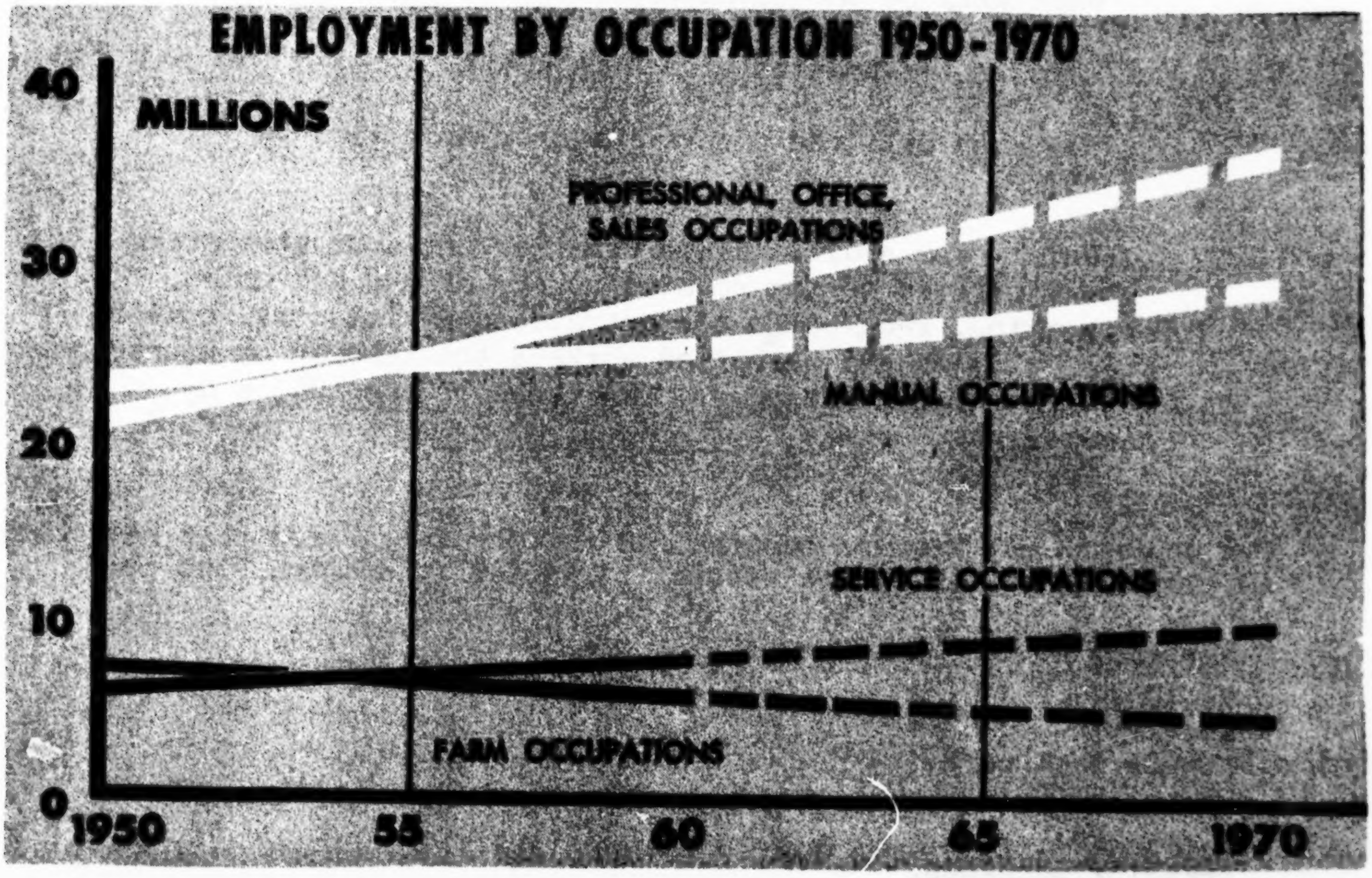
GRAPH II



Of the above groups which has the highest unemployment rate?

What is the percentage of unemployed for those with some college education?

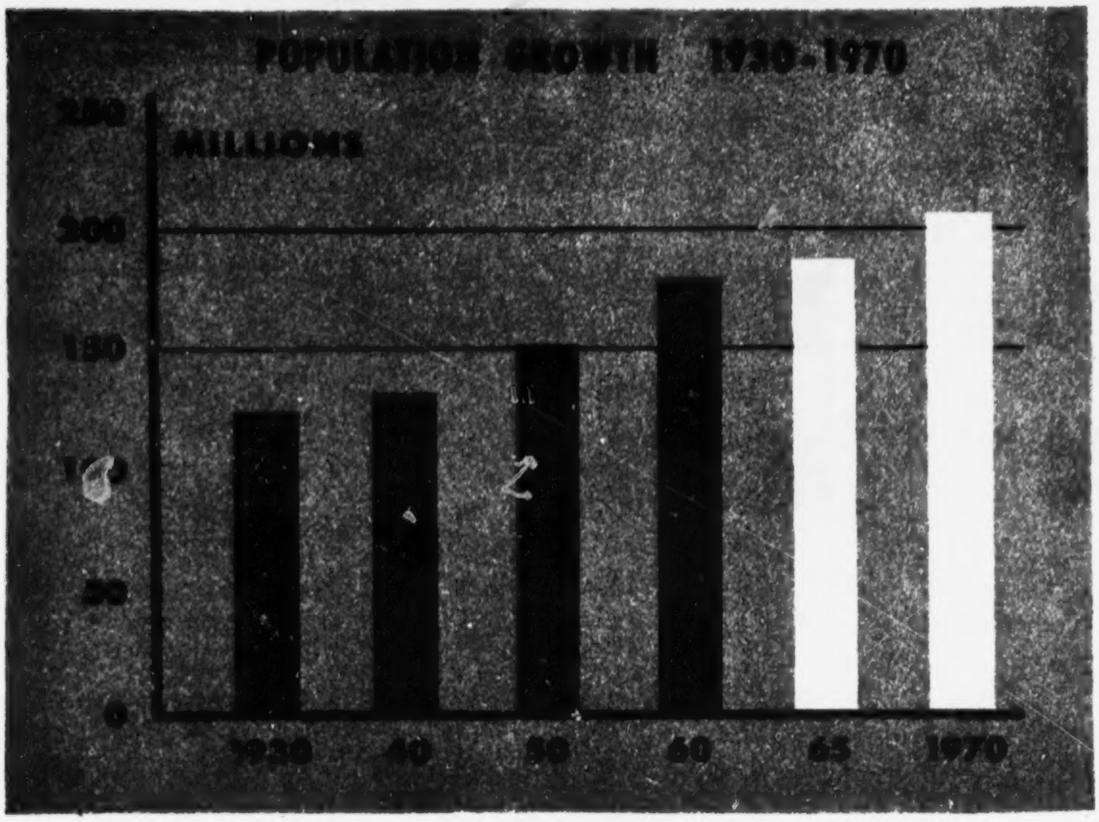
GRAPH III



How many people are in farm occupations in 1960?

Which occupations show rising numbers of employees?
Which show declining?

GRAPH IV



What will be the total population in 1970?

What is the population now in 1963?

How much will the population grow from 1960 to 1970?

Note: For additional information on labor statistics and related topics such as number of men and women, working, geographic concentrations of industry, number of skilled and unskilled workers the teacher or counselor might consult Manpower, Challenge of the 1960's or American Workers Fact Book, 1960 put out by the U. S. Department of Labor.

2. The students may discuss occupations and job categories that have been automated or may be future possibilities for automation such as:

car wash
cleaners
laundries
statistical work
chain stores
elevators
teaching machines.

3. The students may make a follow-up study of where graduates of your high school are living and working and an analysis of these follow-ups. This can be done by letters or personal interviews.

4. The students may take a field trip to the Museum of Science and Industry to study recent technological changes.

5. The students may interview prominent community businessmen to get their interpretation of present and future changes in their respective fields.

6. The counselor and the students may discuss the effects of change on vocational planning.

Counselor Notes

Utilizing Sources of Career Information

Introduction of the Topic

Careers are important. People spend most of their lives working; therefore, sufficient time should be spent investigating a life of work. Some means of investigation will be suggested at the sophomore level so that this important task may be started.

Initiating Interest

Are there any local sources of career information?

What activities in other sophomore classes help provide career information?

Would a guided tour of local businesses and industries be helpful in discovering career opportunities?

Methods Proposed

Interviews, selected readings, guided tours, group and individual conferences, individual counseling sessions.

Materials Needed

Selected references and films as necessary, Occupational Outlook Handbook, U. S. Department of Labor and Commerce pamphlets and statistical data, checklists of tour highpoints, The American Workers Fact Book, Chicago Area Labor Market Trends, Handbook of Job Facts (See bibliography on pages 115 to 118), occupational briefs.

Suggested Activities

1. Volunteers may make tours of local businesses and industries. They should prepare a check list of significant data, such as:

   To what job family does this industry or business belong?

   What particular jobs are needed to permit smooth operation of the business?

   What is the range of salaries at each level--unskilled, skilled, clerical, technical, sales, supervisory, managerial?

   What skills and interests does each job level involve?

   What specific training or experience is needed to function adequately at each job level?

What fringe benefits are attached to the jobs studied?

What is the regular work week in hours at each worker level? Is overtime regular and paid for?

Is the business owned by one individual, a family, a partnership, or a corporation?

Are promotions regular? Are they based on experience? merit? combination of both?

What is the outlook for the future of the business? Will it progress? be automated? be squelched by bigger businesses?

2. Committees may make reports on different occupational families, with open class discussion following the reports.

3. Students may make large charts and graphs of significant labor statistics; this may be correlated with math and art departments. (See Manpower, Challenge of the 1960's; U. S. Dept. of Labor, The American Workers Fact Book, 1960; U. S. Dept. of Labor or Chicago Area Labor Market Trends; Illinois State Dept. of Labor.)

4. Students may prepare and keep up to date a bulletin board of labor and occupational information from newspapers, magazines, and other current literature.

5. The counselor and the students may cooperate in compiling a room library of interesting and current books on occupational data.

6. Students may prepare a summary list of sources of information on occupations which were discussed in this unit.

   Dictionary of Occupation Titles

   Occupational Outlook Handbook

   Handbook of Job Facts

   SRA pamphlets and publications

   Newspapers, magazines

   U. S. Departments of Labor and Commerce publications

   U. S. Departments of Health, Education, and Welfare publications

   Publications of Chicago Board of Education and State Superintendent of Public Instruction.

7. Students who do not wish to attend college should be aware of post high school educational and training programs. Interested students may read sources of information on these programs and report the information and source to the class.

They may discuss such topics as:

training programs offered by the Chicago Public School (See Cumulative Bulletin, 1961)

evening classes by colleges and universities (See college catalogs)

on-the-job training programs (Have students write or visit Montgomery Ward, Telephone Company, CTA for information.)

apprenticeship training. (See Cumulative Bulletin, 1961, write to State Department of Education, or see Occupational Outlook Handbook.)

Counselor Notes

Getting Acquainted with Colleges of the Immediate Area

Introduction of the Topic

In order to make the proper college choice, the student must be able to find and use various sources of information concerning colleges.

By investigating some of the colleges in the immediate area, the student can become familiar with the different types of colleges available.

Initiating Interest

What are some of the different types of schools of higher learning in the Chicago Area? (See activity 1.)

How can one get information about these schools? (See activity 4.)

Distribute college catalogs to examine types of information available.

Methods Proposed

Discussion, use of charts, surveys, and checklists, college visits, college representative speaker.

Materials Needed

College catalogs and directories, charts and lists, Cumulative Bulletin, survey of graduate plans.

Suggested Activities

1. The following chart may be completed with examples of institutions in the Chicago Area, using The College Booklet published by the Adult Education Council of Greater Chicago, American Universities and Colleges by Mary Irwin or The Cumulative Bulletin. (See bibliography on pages 115 to 118.) The students may decide on tentative choices of types of institutions in which they are interested.

Type of Institution	Example in Chicago Area
College	
Teachers College	
University	

Junior College	
Technical Institute	
Specialized School	

2. Students may explore the entrance requirements of representative colleges by using available catalogs or by sending for their own catalogs.

3. The students should find a college in which they might be interested and fill out the following information about the college. The students may then discuss their interest in the light of the information secured.

   Name of College ______________________________
   Location ______________________________
   Enrollment ______________________________
   Tuition ______________________________
   Room and board ______________________________
   Coeducational ____________ Men ________ Women ________
   Public ________________ Private ______________
   Church affiliation ______________________________
   Admission requirements ______________________________
   ____
   ____

4. The counselor and students may discuss some of the other sources of information such as college directories, college visits, and college representatives.

5. Some interested students may visit a nearby college and report back to the class about their experiences.

6. A college representative may be invited to speak to the class and give the students the opportunity to ask questions.

7. A summary of the plans of the June, 1963, high school graduates of the Chicago Public Schools is presented in table form on the following pages. Each high school conducts this survey, and it is through their cooperation that the city summary is made possible.

   TABLES I to IV summarize the plans of 11,542 June, 1963, graduates. A four-year summary of the graduates' plans is presented in TABLE V to facilitate comparisons for this period of time.

   TABLE VII indicates the geographical distribution of graduates ranked according to the number of students.

   This city-wide summary of plans is made at every graduation period. The counselor may use the latest summary to initiate discussion on student planning by asking the following questions:

What percentage of high school graduates plan to attend college full-time? plan to work full-time?

What percentage of graduates planning to attend college full-time have chosen a college or university?

What percentage of high school graduates who plan to work full-time have no job and are still seeking employment?

What percentage of high school students are planning to continue their college education full-time or part-time?

Have there been any great changes in the past four years in the number of graduates who plan to attend college full-time? plan to work full-time?

List the top five states in which most college-bound students attend school. Why? What are the percentages?

What are your college plans in light of the summary of plans made by other students?

Counselor Notes

SUMMARY OF IMMEDIATE PLANS OF 11,542 CHICAGO PUBLIC HIGH SCHOOL GRADUATES - JUNE, 1963
(including vocational schools)

TABLE I

Distribution of 11,542 Graduates by General Post High School Plans

General Post High School Plans	No.	Percent of Graduates
Full-Time Schooling	6302	54.6 *
Full-Time Employment	3926	34.0 **
Entered Military Service	389	3.4
Other Plans	347	3.0
Undecided	578	5.0
	11,542	100.0

* The percent for general high schools - 58.0; for vocational high schools - 21.6
** The percent for general high schools - 31.1; for vocational high schools - 62.5

TABLE II

Distribution of 6302 Graduates Planning to Continue Their Education Full-Time by Type of School

Type of School	No.	%	% Of All Grads.
College or University	5519	87.6	47.8
Tech. or Trade School	229	3.4	2.0
Nursing School	216	2.8	1.9
Business School	179	3.6	1.5
Other	92	1.5	.8
No Choice	67	1.1	.6
TOTAL	6302	100.0	54.6

TABLE III

Distribution of 3926 Graduates Planning to Work Full-Time Employment Status as of 6-7-63

	No.	%
Have a job waiting for them	1442	36.7 *
Have job offer but still seeking employment	689	17.6 **
Have no job offer and are seeking employment	1795	45.7 ***
TOTAL	3926	100.0

* % for gen. high schools-34.5; for voc.high schools-47.7
** % for gen. high schools-17.0; for voc.high schools-16.2
*** % for gen. high schools-47.7; for voc.high schools-36.1

TABLE IV

Students Expecting to Continue Their College Education Either Part-Time or Full-Time

	Number	Percent
Of 10,457 Students from General High Schools	7013	67.1
Of 1,085 Students from Vocational High Schools	403	37.0
Of 11,542 Students from All High Schools	7416	64.3

TABLE V

COMPARATIVE DATA SHEET

Summary of June High School Graduates' Immediate Plans, 1960 - 1963

Year	1960		1961		1962		1963	
Total Graduates Surveyed	12,653		12,284		11,420		11,542	
Educational	No.	%	No.	%	No.	%	No.	%
Planning full-time school attendance	6829	54.0	6505	52.9	6322	55.4	6302	54.6
College or University	6005	47.5	5700	46.4	5584	48.9	5519	47.8
Trade School or Business	419	3.8	440	3.5	444	3.9	408	3.5
Nursing	228	1.8	229	1.8	182	1.6	216	1.9
Other	177	1.4	136	1.2	112	1.0	159	1.4
* Planning part-time college attendance	1237	9.8	1139	9.3	1162	10.2	1114	9.65
Work								
Planning full-time employment	4630	36.7	4417	35.9	3977	34.8	3926	34.0
Accepted a job	2309	18.3	1972	16.0	1682	14.7	1442	12.5
Have job offers - still seeking employment	1364	10.8	929	7.6	891	7.8	689	6.0
Have no job offers - still seeking employment	957	7.6	1516	12.3	1404	12.3	1795	15.6
Other Plans								
Entering Military Service	359	2.8	427	3.4	360	3.2	389	3.4
Plans other than listed above	495	3.9	486	3.9	386	3.4	347	3.0
Undecided	340	2.7	449	3.9	375	3.2	578	5.0

* These students are subgroups of those having major plans in WORK and OTHER PLANS area
- No information available

TABLE VII

Geographical Distribution of the June 1963 Graduates Planning to Attend Colleges and Universities Ranked According to the Number of Students

Location	Number of Students	Per cent of Students
1. Illinois	4,914	85.23
2. Wisconsin	209	3.63
3. Indiana	104	1.80
4. Iowa	94	1.63
5. Michigan	89	1.54
6. Missouri	49	.85
7. California	42	.73
8. Ohio	41	.71
9. Colorado	23	.40
10. Massachusetts	23	.40
11. Florida	18	.31
12. Minnesota	17	.30
13. New York	17	.30
14. Arizona	16	.28
15. District of Columbia	13	.23
16. Tennessee	13	.23
17. Texas	9	.15
18. Louisiana	8	.13
19. Kansas	6	.10
20. Georgia	5	.09
21. Kentucky	5	.09
22. Maryland	5	.09
23. North Carolina	5	.09
24. Alabama	4	.07
25. Mississippi	4	.07
26. Oklahoma	4	.07
27. Washington	4	.07
28. Nebraska	3	.05
29. Vermont	3	.05
30. Virginia	3	.05
31. Arkansas	2	.03
32. Connecticut	2	.03
33. New Jersey	2	.03
34. Pennsylvania	2	.03
35. South Carolina	2	.03
36. New Mexico	2	.03
37. South Dakota	2	.03
38. Idaho	1	.01
39. Montana	1	.01
40. Oregon	1	.01
41. Utah	1	.01
42. Wyoming	1	.01
TOTAL	5,769	100.00

Choosing A College

Introduction of the Topic

Many students do not think about choosing a college until their last year of high school. At that time, they may make hasty decisions. After a period of time in college, they discover that they have made an unwise choice because of a lack of the necessary information.

In tenth grade the student should begin a comprehensive study of how he can fully satisfy his needs in college.

Initiating Interest

What personal characteristics are necessary to succeed in college?

How does a student go about selecting a college that satisfies his own needs and desires?

How does a college education add to one's lifetime earning power? (See ctivity 2.)

How much will a college education cost? (See ctivity 6.)

How can a student attend a college of his choice if he doesn't have the finances?

Is it possible for certain high school students to enter college before graduation?

Is it possible for certain high school students to be assured college admission at the beginning of the 12th grade?

Is it possible for high school students to take college subjects while still in high school? How?

Methods Proposed

Panel discussions, charts, committee reports and questionnaires, speeches by college representatives, films.

Materials Needed

College directories and catalogs, Cumulative Bulletin, College Handbook, Plotting Your Program, Lovejoy's College Guide, How to Get Into College and Stay There, and the film, College: Your Challenge. (See bibliography on pages 115 to 118.)

Suggested Activities

1. The students may fill out the following questionnaire to determine whether they have the necessary personal qualifications to attend college. The results may be used for group discussion.

Should I Go to College?

Questions	Yes	No
1. Do my vocational plans require a college education?		
2. Do I have interests that can be developed in college?		
3. Do I have the desire for knowledge?		
4. Do I read well and enjoy it?		
5. Do I have good work and study habits?		
6. Can I work alone without supervision?		
7. Can I do research on my own?		
8. Do I have the ability to do college work?		
9. Do I have special talents or abilities that can be developed in college?		
10. Do I really want to go to college?		
11. Am I mature and dependable?		
12. Am I willing to sacrifice a great deal of leisure time in order to put in hard work on my studies?		

2. Using latest government statistics, students may prepare a chart showing how a college education can add to one's lifetime earning power. (See Plotting Your Program, page 8.)

3. A panel may discuss how further education can add to cultural and leisure time activities and add more pleasure and satisfaction to one's life and work.

4. Students may discuss which high school subjects in the fields of English, social studies, mathematics, foreign language, and science are required by most colleges. (They may use college directories and catalogs, if necessary.)

5. The students should consider the imporatnce of the following topics in choosing a college:

   type of education desired
   two-year or four-year college
   location of college
   accreditation
   public or private college
   denominational or non-denominational
   large, medium-sized, or small
   coeducational or non-coeducational
   meeting the entrance requirements
   entrance examinations
   admission dates
   cost.

6. Students should become familiar with the use of some of the following college directories.

   These directories will provide basic information about colleges including size, type, costs, financial aid, admission requirements, accreditation, degrees conferred.

   Bogue, Jesse P. (ed.). Junior College Directory. Washington: American Assoc. of Junior Colleges. (New editions yearly.)

   Burckel, Christian E. College Blue Book. 9th ed. Younkers, N. Y.: Christian Burckel & Assoc., 1959.

   Gleazer, Edmund J., Jr. (ed.). American Junior Colleges, 1960. Washington: American Council on Education, 1960.

   Hawes, Gene R. The New American Guide to Colleges. New York: New American Library of World Literature, 1961. (Paperbound.)

   Irwin, Mary (ed.). American Universities and Colleges, 1960. Washington: American Council on Education, 1960. (New edition every few years.)

Karl, Donald S., and Weidinfeld, Barbara D. The College Handbook, Princeton, N. J.: College Entrance Examination Board. (New editions every two years.)

Lovejoy, Clarence. Lovejoy's College Guide. New York: Simon & Schuster, 1961. (New editions every few years.)

7. The students may discuss the significance and value of a college day which is usually planned by juniors and seniors. If the sophomores have the opportunity to attend the college day conference, they may discuss what they have learned or what values they have derived from the college conferences.

8. The counselor may show the film College: Your Challenge. After viewing the film, the students may discuss such questions as:

   Should I go to college?
   How should I select a college?

9. A committee may report on the Early Admissions Plan of various universities. They may get the information from the catalogs of colleges offering such programs. Here is a list of the major colleges and universities that have the Early Admissions Plan and will accept bright high school students whom they consider qualified on the basis of less than four years of high school work. There may be other colleges.

   Columbia College, Columbia University, New York City, New York
   Fisk University, Nashville, Tennessee
   Goucher College, Baltimore, Maryland
   Harvard University, Atlanta, Georgia
   Oberlin College, Oberlin, Ohio
   Radcliffe College, Cambridge, Massachusetts
   Shimer College, Mount Carroll, Illinois
   University of Chicago, Chicago, Illinois
   University of Louisville, Louisville, Kentucky
   University of Utah, Salt Lake City, Utah
   Yale University, New Haven, Connecticut.

   Further general information on Early Admissions may be found in How to Get into College and Stay There, a Science Research Associates booklet. (See bibliography on pages 115 to 118.)

10. The students may discuss the pro and con of the Early Admissions Plan.

11. A few colleges have developed the so-called Early Decision Plan. In the Early Decision Plan superior students of great promise are assured college admission as early as December of the twelfth grade. A committee of students may investigate the Early Decision Plan by answering such questions as:

    When does one apply for early decision?

What tests must be taken?
When are they taken?
To how many colleges may one apply for early decision?
When does the college notify one of the decision?

The students may get the information from Lovejoy's College Guide or directly from the college catalogs or directories.

Here is a list of some of the colleges and universities that have the Early Decision Plan. All but one of those listed are women's colleges.

Bryn Mawr College
Mount Holyoke College
Radcliffe College
Smith College
University of Chicago (coeducational)
Vassar College
Wellesley College.

12. The students may discuss the pro and con of the Early Decision Plan.

13. A panel may discuss the Advanced Placement Program and Advanced Placement Tests. (They may use the College Handbook published by the C.E.E.B. and college catalogs or directories.) The students on the panel should answer the following questions.

    What is the substance of the program?

    Who can enter the program?

    How is college credit granted?

    What tests in what subjects are offered by the Advanced Placement Examination of the College Board?

    What are the names of some colleges giving Advanced Placement credit?

14. The students may discuss such Advanced Placement Programs as:

    college subjects taught in high school

    junior college institutions teaching college classes in high school

    high school seniors taking college classes at the University of Illinois and Illinois Institute of Technology.

15. A committee may prepare reports on various ways of meeting college costs, such as savings and insurance plans, work-study, part-time jobs, scholarships, free colleges, loans, veterans, ROTC, and full-time job while attending evening school.

Information for teacher's use on meeting the costs of college.

Student's savings or earnings
Many students earn about one-fourth of the cost of their college expenses from summer and part-time work.

Family assistance
Many families are able to pay part or all of the cost.

Low cost education
If the offerings of local tuition-free public colleges include the courses necessary to achieve one's goals, many hundreds of dollars may be saved by attendance at one of these schools.

Chicago tax-supported colleges
The City Junior Colleges
  Amundsen, Bogan, Crane, Southeast, Fenger, Mayfair, Tilden, Wilson, Wright, and the Loop Branch at 64 East Lake Street.
Chicago Teachers College South and
Chicago Teachers College North offer four years of teacher training without tuition cost.

State of Illinois
University of Illinois
  regular campus at Urbana
  two year program at Navy Pier, Chicago
  professional schools--Chicago, west side campus.
Illinois State Universities
  DeKalb, Normal, Macomb, Charleston and Carbondale offer a B.S. (ed.) degree and advanced teacher training.

Work-study programs
Many colleges have work-study programs in some departments where the students alternate quarters or semesters of work in a supervised area with quarters or semesters of regular campus work.

Kinds of financial assistance available
A scholarship is an outright grant at the undergraduate level with emphasis on the recipient's scholastic ability with or without financial need. The following qualifications are usually considered:

- scholarship
- intellectual ability
- leadership ability
- character
- need.

Who awards scholarships?
Organizations: Boys Clubs, Junior Achievement, Kiwanis.
Foundations: The National Foundation, others.
Colleges: most colleges and universities have scholarship funds.
Business organizations: scholarships are awarded to sons and daughters of company employees.
Academies of the United States Armed Forces: these are awarded by nomination of a Congressman and passing mental and physical tests.

Loans

Most colleges and universities have loan funds for needy students. Federal loans are administered through colleges.

16. A brief report may be prepared on the cost of a college education based on the latest college statistics.

17. College representatives may be invited to speak to students on "How to Select a College" and "How to Finance a College Education."

Counselor Notes

Taking Scholarships and College Entrance Examinations

Introduction of the Topic

The sophomore student will be eligible for various scholarships and college entrance examinations in his junior year. Therefore, a study of some of the programs available and the qualifications for them is necessary at this time.

Initiating Interest

Which scholarships examinations can juniors take?

What are the College Board Exams?
the Merit Scholarships?
the Preliminary Scholastic Aptitude Test?
the American College Testing Program?

Who is qualified to take these examinations?

Methods Proposed

Discussion of questions and reports.

Materials Needed

Brochures and pamphlets from the College Entrance Examination Board, American College Testing Program, Merit Scholarship Corporation, the Preliminary Scholastic Aptitude Tests, and the Cumulative Bulletin and/or Guide to Scholarships and Financial Aid. (See bibliography on pages 115 to 118.)

Suggested Activities

1. The counselor may discuss with the students the Merit Scholarship Examination and the Preliminary Scholastic Aptitude Test. Student Information Bulletins may be obtained free of charge by writing to National Merit Scholarship Corporation, 1580 Sherman Avenue, Evanston, Illinois, and Preliminary Scholastic Aptitude Tests, Educational Testing Service, Box 589, Princeton, New Jersey. The following questions may be used for discussion:

    Who is eligible to take the examination?
    When is it given?
    Where is it given?
    What is the price?
    How long is the test?
    Of what does the test consist?
    What is the next step for semi-finalists?

What kind of awards are given?
Should a student take the examination if he isn't interested in a scholarship?

2. Interested students may report to the class on other scholarships, such as:

   General Motors
   Alfred P. Sloan Foundation
   Westinghouse Electric Corporation
   General Electric
   Proctor and Gamble
   others.

   They may use the Guide to Scholarships and Financial Aid, scholarship directories, or write to companies.

3. The counselor may discuss the College Entrance Board Examinations with the students. Bulletins of Information may be obtained free of charge by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey. The following questions may be used for discussion:

   Who is required to take the College Entrance Examination Board (CEEB) tests?

   When is it given?

   Where is it given?

   When should high school students take the exam?

   What is the price?

   What are the two parts of the College Board Examinations?

   Of what do these tests consist?

   Why should a student take the College Board Examinations?

4. The counselor and the students may discuss the ACT program. Student Information Bulletins may be acquired free of charge from American College Testing Program, Iowa City, Iowa. Some questions for discussion are:

   What colleges require ACT?
   How does one register for ACT?
   What is the cost?
   How are scores reported and where?
   Where can one take the test?
   What is the testing schedule?
   Of what does the test consist?

Counselor Notes

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FILMS and FILMSTRIPS

The visual aids which follow are listed in *Classroom Motion Pictures, Filmstrips, and Art Slide Sets,* Chicago Public Schools, 1961, and *Approved List of Filmstrips and Transparencies for Elementary and Secondary Schools,* Chicago Board of Education, 1963.

A Future to Bank On. American Institute of Banking - Roush, 1951.
11 min. b&w (X-F-112).

College: Your Challenge. Coronet Films, 1953. 10 min. b&w (X-C-104).

Getting Ready for College. Educational Filmstrips. b&w (5214).
Set of 3 strips $10.00.
Part 1--"How to Choose the Right College"
Part 2--"How to Read the College Catalog"
Part 3--"How to Get Ready for College".

Planning Your Career. Encyclopaedia Britannica Films, Inc., 1953.
16 min. b&w (X-P-97).

You and Your Work. Coronet Films, 1949. 10 min. b&w (X-Y-5).

UNIT III

ACHIEVING PERSONAL SUCCESS

Purpose of the Unit

"Achieving Personal Success" is planned to help the student understand himself to the degree that his motivations in school and interpersonal relationships in the community will be internalized.

Gaining Skills for School

Introduction of the Topic

In the sophomore year the conscientious student often arrives at the conclusion that basic skills he has previously learned and taken for granted no longer are adequate to maintain school standards. His education has become more technical, the quantity of required reading has increased, and homework in general has become more exacting. Therefore, it becomes necessary for him to reappreise the skills he possesses which are basic to school success. Such skills as reading ability or lack of it, capacity for logical thinking, and other essential tools of learning might need revision and development.

Initiating Interest

How can a student improve his class work?

How does a student take notes? What "tricks" might one develop?

Is there such a thing as logical thinking? How does one develop logical thinking?

What is the "scientific method" of problem solving?

How is reading related to school subjects?

Methods Proposed

Class discussion, review of ninth grade Unit II, "Evaluating My Study Habits," panel.

Materials Needed

A Guide to Logical Thinking (See bibliography on pages 130 and 131.)
ninth grade Unit II, "Evaluating My Study Habits" (page 36).

Suggested Activities

1. Reading is basic to every subject field regardless of the level. Therefore, the importance of developmental and remedial reading should be stressed by means of general discussion on such topics as:

   What is the importance of a basic reading, remedial reading, and accelerated reading course?

   How is reading important in life situations?

   Why do good readers achieve better than poor readers in school subjects?

2. Discuss the differences in reading such materials as the following:

   pictorial magazine
   best-selling novel
   assignment in biology.

   Some points for comment are differences in speed and eye movements, regressions, skimming, note taking, vocabulary, and rereading.

3. The students may comment on the ways in which the following specialized skills and techniques aid school progress:

   note taking
   use of dictionary
   use of library
   regular study habits
   frequent and immediate review.

4. The counselor may review "Evaluating My Study Habits," Unit II in ninth grade.

5. The students may point out the truth or fallacy of the following:

   All men have two legs.
   All birds have two legs.
   Therefore, all men are birds.

   All circles are round.
   All marbles are round.
   Therefore, all circles are marbles.

   The counselor may describe inductive and deductive reasoning, simple syllogisms (major premise, minor premise, and conclusion), and how we use these in everyday situations. The students may give examples of brain-teasers, puzzles, and problems that involve logical thinking.

6. A student panel may prepare a report on the pamphlet A Guide to Logical Thinking by William Shanner published by Science Research Associates. (See bibliography on page 130.)

7. The counselor may discuss the various reading clinics set up by the Chicago Public Schools to service high school areas. The clinics are located at:

   Crane High School
   2245 W. Jackson
   SE 8-3077

   Dunbar Vocational
   3000 S. Parkway
   225-1142

   Hyde Park High School
   6220 S. Stony Island
   MU 4-4217

   Lindblom High School
   6130 S. Wolcott
   HE 4-2210

   Functions of the clinics are:

   tutoring of a limited number of severely disabled readers who have not responded to the special instruction provided by the school

   demonstrations of procedures and materials

   evaluation and organization of materials suitable for remedial reading instruction

   cooperation with teachers in working toward improvement of reading for all pupils.

Counselor Notes

Developing Interpersonal Relationships

Introduction of the Topic

When students want to "do the right thing" where friends, parents, and other associates are concerned, why is it that problems--instead of success--often result? Why is human behavior so complicated? Why aren't relationships with others always successful? Why do we have problems with ourselves, as well as with others? If students understood more about themselves, they would be able to act with more intelligence and self-control. They would move toward desired personal success.

Initiating Interest

Do people behave differently under the same circumstances?

Do most people understand their own behavior? Give examples.

How can understanding oneself lead to solving problems? to success?

Can one change personal characteristics?

Methods Proposed

Discussion, reading, comparison, problem solving, debate, self-evaluation.

Materials Needed

Magazines, newspapers, advertisements, reference books.

Suggested Activities

1. The counselor may ask for definitions of the following terms. The students should check with a dictionary or psychology book.

   behavior--Any or all of the reactions of a person or organism to stimulation; activity of the individual.

   personal traits--The sum of one's qualities of body, mind, and character; that which makes one human being different from another; individuality; the total person.

   conscious personal traits--The activity we know about and can control.

   unconscious personal traits--The activity of which we are unaware and over which we have no control.

conscience--The consciousness within a person that determines whether he considers his own conduct right or wrong.

Do these definitions suggest why people are different?

Why should the unconscious be so much larger a share of the personality than the conscious?

2. The students should consider the following statements and explain them.

   Infants are more self-centered than adults.

   As a person grows older, human relations become more important and are involved in every thing he does.

   A person's earlier experiences explain his attitudes and reactions of the present time.

3. The counselor may review the concept of adjustment to a changing environment discussed in the ninth grade Unit II "Understanding My Social Responses" (page 44). The counselor should be sure the class understands former terms and new ones: environment, adjustment, adjustment mechanism (flight, identification, compromise, fight reaction, sublimation, compensation, rationalization, idealization, displacement, projection). Volunteers may look up definitions, and the class may give examples.

4. The counselor may suggest to the class: We've been talking about behavior and experiences, but what are some of the basic drives that urge one to action? Why do we behave as we do? Advertisers make use of these drives all the time. The counselor may present some ads that illustrate drives and ask if the class can identify the drive. The class may bring in ads and discover drive used; i.e.,

DRIVE	AD
desire for social approval and for companionship	car ads where the owner is surrounded by attractive people; soft drink ads
desire for economy and efficiency	appliances
desire for luxury and prestige	furs; yachts
hunger	food
self-preservation	health; foods; drugs
protective instinct	baby foods; protection of children; insurance

5. The class may compare ads in a news magazine with ads in a fashion or movie magazine, noting the similarities and differences in appeal.

6. The counselor may suggest that the class do recommended readings available in reference library. (See bibliography on page 130.)

7. Each member of the class may decide which of his daily activities are related to the drive for self-preservation, the desire for social approval and companionship, the desire for prestige, the desire for economy.

8. The counselor might ask the class the following questions to demonstrate that actions are often the result of more than one motivation.

   What did you do today because you love your parents?

   What did your parents do because they love you?

   What did you do because you are afraid? Are you afraid of something?

   What did you do because you desire approval from friends?

   Is there anything you did for more than one reason?

9. The class may suggest a number of motivations for the following acts in daily life:

   trying out for the basketball team
   saving regularly
   practicing piano faithfully
   joining a club
   talking in a loud manner
   working on the school paper
   doing homework
   cutting school
   making one's own clothes.

10. The counselor may ask the class to consider what satisfactions one expects from a career. They may list what occupations or careers would best meet these desired satisfactions.

11. The students should discuss why it is necessary to control and channel their drives or needs. The class should also list ways to control and channel their drives or needs.

12. The students may debate the question: "Can one change personal characteristics?" (Participants will have to read on the subject.) The counselor may help them bring out possible steps: self-appraisal, goal, plans. (See bibliography on page 130.)

13. The counselor may pose the question: "If one is not finding satisfaction in a situation what can he do?" The discussion should bring out these alternatives:

    change the situation

    find out why you are not getting satisfaction and try to make adjustments (change oneself)

    quit, give up.

14. The counselor may ask the class to offer suggestions for solving either these problems or problems the class offers. The discussion should include the reason for the problem, self-appraisal, goals, and plan.

    Marie wanted very much to belong to a club to which several of the girls she had known in grade school belonged. However it appeared they were not going to ask her to join. What can she do?

    Joe doesn't know whether to take math or science for a major sequence. He has completed the required year of science for graduation. He doesn't want to give up language or social science and he has to take English. How can he decide on a fourth major?

    Frank wants to go to the university where his friend is going. His father has said he cannot afford to send Frank. But Frank's mother thinks he ought to go to college to meet the right people. What should Frank do?

    Pat doesn't know whether to go to college or to work. How should he decide?

Counselor Notes

Understanding Community Citizenship

Introduction of the Topic

In every society in which there are privileges, there are also responsibilities. The student should be shown that in a dynamic, growing community which offers opportunities, these opportunities persist only through the hard work of a responsible citizenry. Therefore, it is one of the purposes of the school to develop in every student a feeling of civic pride and a willingness to keep the community alive, growing, and improving.

Initiating Interest

What recreational facilities does your neighborhood have? welfare facilities? cultural facilities?

How can a student serve his community?

How does the community help the student?

Who are the neighborhood social, political, and educational leaders? How do they help your community?

Does a community develop by itself or is it developed?

Methods Proposed

Panel, committee work, speakers as necessary, films, group discussion, assembly, dramatization, tours.

Materials Needed

Posters, films and other audio-visual aids as necessary, mimeographed copies of Committee Check List, Social Service Directory. (See bibliography on pages 130 and 131.)

Suggested Activities

1. A panel of student volunteers may discuss ways in which they can participate in solving community problems. The following areas may be stressed in the discussion:

   combating juvenile delinquency

   preventing destruction of property

   cooperating in safe driving and obeying traffic regulations using recreational facilities in the proper way

participating in volunteer organizations for hospitals, Red Cross, welfare houses, community fund drives.

2. The students may prepare a list of recreational, welfare, and cultural facilities available in this community. A reference for counselor use is Social Service Directory, Metropolitan Chicago, 1961 in the counselor's library.

   The following general categories are suggested:

Recreational

clubs
community centers
movies
parks
playgrounds
service organizations
youth organizations

Welfare

clinics
employment agencies
hospitals
housing projects
Infant Welfare Society
nursing homes
public health agencies
veterans organizations

Cultural

churches and synagogues
fieldhouse activities
libraries
museums
schools
theatres and concerts

3. A volunteer committee may discuss the importance of Junior Red Cross, Boy and Girl Scouts, 4H Clubs, and the Junior Chamber of Commerce in community life. What are the purposes of these organizations? Who may join? For what do organizations such as these prepare students?

4. A speaker from the Chamber of Commerce or one of the neighborhood organizations (B. P. O. E., Moose, Kiwanis, Rotary) may speak to the class on such topics as the following:

   The Importance of the Individual in Community Life

   How Youth Can Best Serve Their Community

   The Purposes of Community Facilities in Strengthening and Developing a Community.

5. The students may discuss the changes that would occur in their community if:

   there were no community recreational, welfare, and cultural facilities

   present community facilities were expanded

   no one participated in community affairs and activities.

6. The counselor may show the films Americans All or Respect for Property listed in bibliography on page 131.

7. An assembly may be planned for which the students in the group guidance classes organize skits, posters and speeches on a central theme dealing with the community. Suggested themes are:

   History of My Community
   Life in Our Community
   Let's Keep Our Community Clean
   Let's Meet Our New Neighbors
   Important Changes in Our Community.

   Note: The above activity is an ambitious one, but service clubs, veteran organizations, social agencies, and other school groups may be encouraged to join. The total effect would be better school-community understanding and a chance to show all students that they can play a significant role in community life.

8. Volunteer committees consisting of three members may visit community agencies on Saturday or after school. Each group may decide what community agency they would like to visit and report back to the class after the visit. Below is a suggested check list for students' use.

Committee Check List

1. Name of agency ____________________________________
2. Address of agency __________________________________
3. Purpose of agency __________________________________
4. How many people does this agency help per day?________ week?________ month?________ year?________
5. How can high school students participate and help the agency? ______ ____
6. How does this agency help the community? ________________ ____
7. From what source does this agency get funds to operate? __________ ____
8. Committee's comments on agency: ______________________
   ____
   ____
   ____
   ____

Counselor Notes

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American's All. March of Time--McGraw-Hill Book Co., 1945. 16 min. b&w (X-A-93).

Better Reading. Encyclopaedia Britannica, Inc., 1952. 13 min. b&w (X-B-86).

Community Government: How They Function. Coronet Films, 1953. 14 min. b&w (X-C-101).

How Effective Is Your Reading? Coronet Films, 1951. 10 min. b&w (X-H-55).

How to Concentrate. Coronet Films, 1951. 10 min. b&w (X-H-61).

How to Give and Take Instructions. Coronet Films, 1950. 10 min. b&w (X-H-57).

How to Remember. Coronet Films, 1950. 10 min. b&w (X-H-60).

How to Think. Coronet Films, 1950. 15 min. b&w (X-H-65).

Importance of Making Notes. Coronet Films, 1951. 10 min. b&w (X-I-37).

Improve Your Reading. Coronet Films, 1947. 10 min. b&w (X-I-5).

Meaning of Elections. Coronet Films, 1953. 10 min. b&w (X-M-162).

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Counselor Notes

ELEVENTH GRADE

TAKING A LONG LOOK AHEAD

General Purpose

The junior student should now be so aware of himself as an individual member of society that he is able to make an analysis of his capacities, make an adequate self-appraisal, and take a long look ahead to possible plans for careers of the future.

To help the student plan further education in line with ability and opportunity, to form a realistic concept of the variety of occupational opportunities in the most suitable fields of work, to decide upon appropriate vocational objectives, to evolve a philosophy with which to face the realities of dynamic living in a changing society, and to develop a responsible citizen of the future community are the goals of the eleventh grade group guidance units.

ELEVENTH GRADE

TAKING A LONG LOOK AHEAD

I. Learning more about work

- A. Investigating opportunities in occupational fields

  Selecting specific fields
  Comparing occupations within fields
  Matching individual to the occupation

- B. Relating employers to employees

  Learning what employers want
  Knowing employee expectations

- C. Putting the best foot forward: job applications

  Learning to fill out job applications
  Preparing for personal interviews
  Knowing agencies of employment

- D. Studying training programs

  Taking advantage of evening and trade schools
  Training on-the-job
  Learning the facts about apprenticeship training

II. Learning more about college

- A. Making the proper choice: vocationally, personally, and financially

- B. Using sources of information

  Going to conferences
  Making campus visits
  Using catalogues
  Reading resource books
  Participating in college day

- C. Financing an education

  Receiving help from my family
  Working part-time
  Learning about scholarships and loans
  Utilizing industry, work and school programs
  Knowing about veterans' programs

- D. Applying for College

  Filling out applications

Sending transcripts
Taking entrance examinations (ACT)

E. Preparing for examinations

Developing an attitude toward testing
Reviewing study habits
Taking notes
Studying review books
Learning the content of college examinations
Knowing about advanced placement

III. Acquiring a philosophy for living

A. Defining philosophy: Why have a philosophy?

Learning new ideas
Knowing important considerations in life
Deciding on principles and standards by which to live

B. Adapting oneself to others

Knowing that people are different: accepting variety
Establishing a basis of values (standards)
Applying the golden rule

C. Facing reality

Being honest about oneself
Looking for assets
Admitting liabilities
Facing failure
Establishing reasonable goals
Planning a program

D. Evolving my own philosophy

Deciding what I want in life
Developing an open mind
Knowing that people change; philosophies change

IV. Initiating a count-down for tomorrow

A. Deciding on college or work

Interpreting all test data
Implications of class rank
Planning realistically

B. Exploring my role in the community as a student, worker, and resident

UNIT I

LEARNING MORE ABOUT WORK

Purpose of the Unit

"Learning All About Work" has been developed to acquaint the student with the practical aspects of selecting occupational fields and maintaining satisfactory work relationships in the light of his junior year activities and understandings.

Investigating Opportunities in Occupational Fields

Introduction of the Topic

Career planning must be realistic if it is to have practical value and is not to be the result of haphazard chance. From the guidance viewpoint, career planning involves the optimum development of ability in terms of interest and understanding.

By the junior year a student should be sufficiently aware of his interests, aptitudes, and personal characteristics to select a few fields for detailed study that may lead to more definite vocational plans while teaching him how to find opportunities in an occupational field.

Initiating Interest

What do I hope to be doing one, five, ten years from now?

What advantages are there in planning specifically in two or three fields at this time?

Where do my talents lie? What are my interests? my ambitions? my personal characteristics?

How many fields afford the best opportunities for full use of my abilities?

What opportunities exist within a chosen field?

Methods Proposed

Discussion, tours, career conferences, buzz sessions, visual aids, charts, and self-inventory.

Materials Needed

After High School, What?, guidance library, audio-visual aids, self-evaluation scales, personal inventory, vocational interest blanks (Kuder), 11A Test Program results, other available tests results, and mimeographed materials.

Suggested Activities

1. The counselor may initiate a buzz session based on the following questions: What do I hope to be doing one, five, ten years from now? How can I decide what field to enter?

2. If possible, the counselor may administer The Kuder Interest Inventory to ascertain interests and characteristics. The counselor and students may discuss the results of the test.

3. Students may prepare and complete the chart in After High School, What?, page 6. The class may discuss the significance of the chart.

4. The counselor may show pertinent films or filmstrips. (See Bibliography, Visual Aids on pages 154 to 155.)

5. The counselor may arrange a tour of a neighborhood bank, factory, large retail store, newspaper plant, or similar places where more than one occupation is revealed within a field. (See tenth grade, Unit II, "Utilizing Sources of Career Information," Activity 1 on pages 96 and 97.)

6. The counselor should introduce the student to Occupational Outlook Handbook and/or Handbook of Job Facts (See bibliography on pages 152 to 155), explain purpose and organization, and then have volunteers use them to find information on specific occupations in which they are interested. Students may then report on occupations to the group if enough members are interested.

7. The counselor should explain and be sure students are aware of classification of occupations by U. S. Employment Services so they may use sources of career information if necessary. (Dictionary of Occupational Titles, Occupational Outlook Handbook, Chronicle Career Kit, Science Research Associates File of Occupational Information, Desk File of Occupational Information.) Volunteer students may look for information on an occupation in these sources (if they are available).

8. Students may report on specific occupations within a field emphasizing differences in nature of work, educational requirements, monetary reward, employment outlook, and sources of further information. (Hoppock, Robert, Occupational Information. See Appendix G, an

occupational study that may be helpful. Baer, Max F. and Roeber, Edward C., Occupational Information. See check list, page 427, for occupational study.)

9. The counselor may suggest that each student make charts similar to the following:

My Occupational Interests And My Abilities

Occupations in Which I Have an Interest	Evidence of Interest	Evidence of Ability
1.	1. 2.	1. 2.
2.	1. 2.	1. 2.

Occupational Abilities

Occupations for Which I Have Ability	Evidence of Ability
1.	1. 2.
2.	1. 2.

Self Inventory For ______________________
(name of occupation)

Occupational Requirements	My Qualifications	My Ambitions	My Responsibilities
Educational College & College 4 years College 2 years High School Special Training			
Personal Pleasant personality Cooperative attitude Good taste Good grooming Stability			
Special Qualifications Talent Voice Imagination Courage Experience			
Hours of Work			
Opportunities of Advancement Position Prestige Money Service			
Occupational Hazards Health Physical Emotional Risk			

10. The counselor and students may plan a Career Conference. (See Handbook for Counselors.) This should be planned with seniors.

Counselor Notes

Relating Employer to Employees

Introduction of the Topic

To be employed means to have an employer; to have an employer means to be hired by someone who acts for a company; therefore, it is essential that students know beforehand what they want in a job and what most employers want from an employee.

Initiating Interest

Is education the only factor in which employers are interested? Are there any others? Why do most people lose a job?

Could it be possible that one employer would think your qualifications undesirable and another employer would think the opposite?

Should a prospective employee expect top wages, the best hours, the most challenging work, when he starts out with a company?

Might a relatively poor job be a "stepping stone" to a desirable one?

Should an employee compromise his basic principles and ideals just to obtain employment? Why or why not?

Are there some attributes that almost all employers desire in an employee? If so, what are they?

Methods Proposed

Interviews, group discussions, readings from pamphlets and books related to the topic, role playing, and dramatization.

Materials Needed

Films and audio-visual aids as applicable, copies of What Employers Want, (See bibliography on pages 152 to 155), interview report forms.

Suggested Activities

1. Students may interview local merchants and businessmen to obtain a list of characteristics for which these men look in prospective employees.

   A suggested interview form for the students might be:

Interview Report

1. Name ______________________ Title ______________

2. Company Name __________________ No. of Employees __________

3. Occupational Field ________________________________

4. List five characteristics employer looks for in employee:

   1) ______________ 2) ______________ 3) ______________
   4) ______________ 5) ______________

5. What single characteristic is most important to the employer? ______________________

6. What per cent of employees stay with the company more than:
   5 years? ______ 10 years? ______ 20 years? ______

____
Interviewer's Name

2. The Science Research Associates Guidance Services booklet titled What Employers Want lists four items every employer is concerned with in a worker. These are skill, experience, education, and personality. Students should rank these in the order of importance and comment on each.

3. "Should the prospective employees expect certain things from his place of employment?" may be the basis of a group discussion.

4. The students may rank the following job advantages and then tabulate the results.

   pleasant working conditions
   good salary and fringe benefits
   good chance for advancement
   recognition of work well done
   satisfying, interesting work
   full use of abilities, interests, and training
   pleasant co-workers
   close supervision.

5. Students may gather all available information pertaining to employer wants from the library, magazines, U. S. Department of Labor, Illinois Employment Service, and any other available source.

6. The counselor may show films as applicable. (See bibliography on pages 152 to 155.)

Counselor Notes

Putting the Best Foot Forward: Job Applications

Introduction of the Topic

In most occupational fields first impressions are lasting ones and frequently determine whether an applicant acquires a job or not. Therefore, a job applicant should be familiar with methods of applying for jobs, job application forms, and job interview procedures.

Initiating Interest

Is there a certain form to follow in writing for an application? English usage? Required information?

What part do good grooming, poise, and correct diction play in a personal interview?

Where can a student find employment agency listings?

What is meant by credit and personal references?

What is the Illinois State Employment Service?

What does the high school do to help one find a job? (See ninth grade Unit III, "Obtaining Work Experience," page 62.)

Methods Proposed

Job interviews, filling out forms, writing sample letters of application, role playing, showing selected films and filmstrips.

Materials Needed

Films or filmstrips, job application blanks, sample letters of application, newspapers, telephone directory, copies of After High School, What?

Suggested Activities

1. The counselor and a student may dramatize a personal interview in front of the class. The class may rate the interviewee on the following points.

	Unsatisfactory	Satisfactory	Good
1. Cheerfulness			
2. Poise (self-assured, not fidgety)			
3. Speech (correct, clear)			
4. Grooming (clean, neat, hair combed, shoes shined)			
5. Punctuality			
6. Directness (speaks to the point, doesn't talk on and on)			
7. Enthusiasm (peppy, interested in job, serious)			
8. Preparedness (has all facts about self ready)			

2. The counselor should instruct students and give them practice in filling out job application forms such as the following.

Sample Job Application

I. Personal Facts

Name ____________ Social Security No. ________
Address ____________ Birthdate ____________
City ________ State ________ Birthplace ____________
Phone ____________ Ht. ________ Wt. ________
Father's Name ____________ Sex ________
Father's Occupation ________ Single ________ Married ________
Mother's Name ____________ No. of Dependents ________
Mother's Occupation ________

II. Education

Grade School ____________________
High School ____________ No. of Yrs. Attended ________
Did you Graduate from High School ____ Graduation Date ________
Business Training: Typing ______ (number) yrs. Shorthand ______ (number) yrs.
List Other Business Courses: ____________________
____
Shop Courses: ____________________
School Activities, Awards and Honors: ____________________
____

III. Work and Other Experience

Present Employer ____________ Previous Employer ____________
Address ____________ Address ____________
Job Duties ____________ Job Duties ____________
____________ ____________
Supervisor's Name ____________ Supervisor's Name ____________

IV. References

A. Name ____________ Phone ____________
Address ____________________
Occupation ____________________

B. Name ____________ Phone ____________
Address ____________________
Occupation ____________________

C. Name ____________ Phone ____________
Address ____________________
Occupation ____________________

Signature ____________

3. The counselor may assign students the names of fictitious companies with positions open. They may write letters of application to these places. The following is a suggested letter form which the counselor may duplicate.

Sample Format for Letters of Application

(Your address) ____________________
____
(Date) ____________________

(Employer's Name) ____________________
(Employer's Address) ____________________
____

Dear Sir:

(1st paragraph) Purpose of the letter and/or your source of information about the position.

(2nd paragraph) Personal information - age, sex, marital status, years of education, draft status (if a boy).

(3rd paragraph) Sell yourself; give reasons why you are qualified for the job; be honest, but don't undersell yourself.

(4th paragraph) Request an interview; state why and when you can be reached and dates you are available.

Very truly yours,

(Your Signature)

4. The counselor may group the students in pairs, one acting as the interviewer and the other as the job seeker. After a ten minute interview, the roles may be switched.

5. The counselor may secure application forms for school service jobs and have the students fill in the forms.

6. The students and the counselor may discuss the Illinois State Employment Service, where it is located and how it helps job seekers.

7. Films and filmstrips on job interview procedures may be shown.

8. Students may read and discuss pages 13 and 14 in After High School, What?

Counselor Notes

Studying Training Programs

Introduction of the Topic

Many students do not plan to go to college. They should, however, be aware of other opportunities for further education, particularly with the increasing complexity of the working world and the specialization necessary for a well-paid job. The entire work force is being upgraded educationally, and better trained personnel are essential.

Knowledge of the many post-high school training programs available should give students a chance for more satisfactory employment through better preparation.

Initiating Interest

Dr. M. M. Coady said, "The man who has ceased to learn ought not to be allowed to wander around loose in these dangerous days." What does this statement mean to you?

What is meant by the term "education extension?"

Do you know a journeyman? How does one become a journeyman? a craftsman?

How does industry foster education?

Should one ever cease schooling? Why? Why not?

Methods Proposed

Buzz sessions, parent and friend interviews, reports, and talks by distributive education personnel.

Materials Needed

Guidance library, newspapers, Classified Telephone Directory, After High School, What?, catalogs of Chicago area colleges, Cumulative Bulletin, Occupational Outlook Handbook. (See bibliography on pages 152 to 155.)

Suggested Activities

1. The students may prepare a list of Chicago Public Schools that have evening classes. (See Cumulative Bulletin.)

2. The students may check on training courses offered by the Chicago Public Schools (practical nursing, beauty culture, etc.). They should also get the addresses of schools. (See Cumulative Bulletin, 1961.)

3. The class may name privately endowed universities which have evening classes, using catalogs for pertinent information.

4. The counselor may discuss with the students on-the-job training programs (example: Montgomery Ward, Illinois Bell Telephone Company, Chicago Transit Company, Chicago Police Cadet Program).

5. The counselor may check upon the desirability of "cooperative work-study" and "cooperative work internship" at his high school and discuss these opportunities with students.

6. Distributive education personnel may speak to groups about the program.

7. Students may list trades in which apprenticeship training is necessary. They may make a table similar to the following:

Apprenticeship Training

Trade	Age Limits	Whom to See	Length of Training	Salary while Learning	Other Requirements
Electrical					
Masonry					
Metal					
Painting					
Pipe					
Printing					
Service					
Sheet Metal					
Wood Working					

(See Occupational Outlook Handbook.)

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Counselor Notes

UNIT II

LEARNING MORE ABOUT COLLEGE

Purpose of the Unit

"Learning All About College" gives the student the opportunity to make a detailed study of all the factors pertinent in gaining admission to the college that best meets his needs.

Making the Proper Choice

Introduction of the Topic

By the time the college-bound high school student reaches the junior year, he should have made a comprehensive study of various college opportunities, and he should have mapped out a high school program that will prepare him for college.

Now the task is to narrow the choice down to a few colleges - basing these choices on such factors as vocational desire, interest, ability, personal factors, and finances.

Initiating Interest

What type of information is necessary in choosing a college that will fulfill vocational aims?

What factors should be considered when choosing a college based on one's personal needs?

What information about a college is necessary in calculating college costs?

Methods Proposed

Committee work, class discussion, self-inventory.

Materials Needed

Self-inventory chart, college directories and catalogs, Cumulative Bulletin, After High School, What?

Suggested Activities

1. A committee may canvass their brothers, sisters, or friends who have attended college in order to find out what criteria were used for choosing the schools which they attended. Do they feel they made the correct choices? Are they satisfied with their choices? Answers should be read by the committee and discussed by the class.
2. The students may fill out the following self-inventory on college choice by evaluating themselves, consulting college catalogs, and listing possible college choices.

Self-Inventory on College Choice

Things I Must Consider	Personal Data	Possible College Choices
My vocational goals		
My abilities		
My personal characteristics (maturity, effort, leadership, dependability, others)		
My financial assets and plans		
My personal preferences (location, size, denominational, coeducational)		

3. The class may read and discuss pages 8 and 9 in After High School, What?

Counselor Notes

Using Sources of Information

Introduction of the Topic

In order to make a comprehensive study of all the important factors concerning a few colleges, the student should be able to know and use all the available sources of information about colleges.

Initiating Interest

What are some of the ways to acquire college and scholarship information?

When visiting a college campus, what information should one look for?

Who can the college-bound student consult for information?

Methods Proposed

College day planning, panel discussions, campus visits, college representative speakers, examining college catalogs and directories.

Materials Needed

Cumulative Bulletin, college and scholarship directories and catalogs, After High School, What?

Suggested Activities

1. The students may discuss page 7 of After High School, What? concerning "How to obtain information about schools."
2. The counselor and the students may plan a college day. (See the Handbook for Counselors.) The students may be responsible for some of the routines such as:

   acting as aides
   preparing invitations
   preparing physical facilities.
3. The students may prepare a series of pertinent questions to ask the college day representatives.
4. A panel may discuss the best ways to encourage the participation of parents in college day.
5. The students may review the various college catalogs, directories and scholarship books available.

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6. The students may use a college directory or catalog to find a number of colleges which seem to meet their needs and specifications. The students should investigate these colleges in reference to the following information:

   name of college
   location
   enrollment
   support
   tuition
   room and board
   coeducational ________men ________women
   denominational
   admission dates
   facilities
   activities
   curriculum
   admission requirements.

7. The group may discuss visiting a college. Discussion may be started by the counselor asking the following questions:

   Why is it important to visit colleges?
   When should one visit colleges?
   How should one prepare for a college visit?
   What should one look for or ask about on the college visit?
   What should one do after returning home?

   How to Visit Colleges, published by the National Vocational Guidance Association, 1534 O Street N.W., Washington, D. C. is an excellent handbook for students, parents, and counselors. Also, How to Get into College and Stay There, a Science Research Associates booklet, has an excellent College Visit Guide Activity sheet for student use.

8. Before visiting a college, the student must arrange for the visit. The counselor may discuss the following steps with the students:

   writing or phoning the college admissions director for an appointment

   telling the college of areas of interest and whether application for admission has been made

arranging for transportation

making sure appearance and conduct are excellent.

9. **The group may prepare a check list of pertinent things to observe or ask about when visiting a college. The students should consider such factors as:**

   instructional services and equipment
   buildings
   campus
   housing and dining facilities
   personnel and health services
   religious facilities
   social and recreational facilities
   college costs
   college regulations
   college atmosphere
   attitudes of students and faculty.

10. **The students may discuss why it is important to take notes on the college visit.**

11. **Interested students may visit the college of their choice and report their experiences back to the class.**

Counselor Notes

Financing an Education

Introduction of the Topic

Since attending college is getting more and more expensive, and since it is impossible to attend college without finances, the student must plan specifically for payment of his college costs. All possible avenues of financing an education should be explored at this time.

Initiating Interest

What are the possible ways a student can meet his college expenses?

What are the advantages and disadvantages of working while in college?

How much will a college education cost?

What scholarship examinations are available to junior and senior students? (See Activities 11, 12, and 13.)

Methods Proposed

Presentation of films or filmstrips, discussion, preparing a college budget, panel discussion, committee reports, use of scholarship and college guides.

Materials Needed

After-High School, What?, Guide to Scholarships and Financial Aid, scholarship guides, college directories and catalogs, charts on college budgeting.

Suggested Activities

1. The students may read pages 10 and 11 in After High School, What?, filling in the School Costs Record Chart and questionnaire on page 11.

2. There are two kinds of college expenses: educational and living. The student may list and classify the various types of expenses included in these catagories.

3. The U. S. Office of Education* has made a study of average college costs. According to the Office, these are the average annual costs:

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* As quoted in College Entrance Counselor by Wechsler, et al. New York: Barnes and Noble, 1961.

Type of College	Away	Home
Public College	$1500	$1000
Private College	$2000	$1500

The students may compare these costs with the colleges of their choice.

4. The students may prepare a budget estimating expenses of at least two colleges: one college away from home and one college at home. They may use college catalogs and the college directories as listed in the tenth grade Unit II, "Choosing a College" activity 6, pages 107 and 108. The following chart may be used in preparing a budget of costs.

College Expenses

Expenses	Away	Home
Tuition		
Fees		
Books and Supplies		
Room and Board		
Other Living Expenses		
Clothing		
Recreation		
Travel		
Refreshments		
Incidentals		
Others		
TOTAL - Per Year		

5. The students may prepare an estimate of available money for college expenses, using the following chart as a guide.

My Sources of Money

Savings	
Annuities	
Family	
Summer Employment	
Employment during College Year	
Scholarships	
Loan	
Other Sources	
Total	

6. The students should compare total college expenses and the total of money resources. What is the difference?

7. A panel of students may investigate and report on the National Defense Education Act of 1958 loan provisions for college students.

For counselor's information - Federal Loans

The Federal Government, through the National Defense Education Act of 1958, has set up a loan program with the following features:

A student may borrow up to $1,000 per year through the individual participating college, to a total limit of $5,000.

Repayments are made over a ten-year period beginning one year after the student completes or drops his studies.

No interest or repayment is called for while the student is in college.

Military service postpones repayment and interest charge.

After payments start, a 3 per cent interest is charged.

Death or permanent disability cancels liability.

Ten percent of borrower's note is cancelled for every year served as a full-time teacher in public school, up to a maximum of five years or 50 per cent of loan.

Student must be a full-time student in good standing and show need. Superior students entering teaching or preparing for careers in science, mathematics, engineering, or modern foreign language will be given special consideration.

8. The following questions must be considered if students are planning to work their way through college.

   What kinds of jobs are available?
   Is it wise to carry a full college program and work?
   What skills can one put to work in a part-time job?

9. Students may report on other ways of financing a college education such as cooperative work-study programs.

10. The counselor may discuss with the class the proper steps in applying for scholarships. Counselors may use the following guide. (Use A Guide to Scholarships and Financial Aid. See bibliography on pages 175 to 177.)

    Obtain scholarship information from the schools in which you are most interested. Use latest information.

    Apply for admission to the second or third colleges of your choice, stating at the same time that you wish to apply for a scholarship.

    Fill out all college and scholarship applications. Be factual and complete in all your answers. Watch for deadlines.

11. The College Entrance Examination Board (CEEB) is the most widely used college entrance examination. It is used for entrance and scholarship requirements. The students should answer the following questions concerning the College Boards:

    Are you planning to take the test?
    Why are you going to take it?
    When is it given?
    Where will it be administered?
    What parts of the examination may one take?
    How much will it cost?
    How can one prepare for the test?

12. A committee of students may report to the class about College Scholarship Service. They may write for information and applications to:

    College Scholarship Service
    Box 176
    Princeton, New Jersey

13. Students may investigate the Illinois State Scholarship Program. For information they may write to:

    Illinois State Scholarship Commission
    730 Waukegan Road
    Deerfield, Illinois

    The following questions may be used as a guide to the study:

    Who is eligible?
    When is it given?
    Where is it given?
    What is the price?
    How long is the test?
    Of what does the test consist?
    What kind of awards are given?
    Which colleges can be attended?
    Where and how does one apply?

14. Using various scholarship guides, the students may list and discuss other pertinent scholarships. (See tenth grade, Unit II, "Taking Scholarship and College Entrance Examinations," activity 2, page 113.) The students may also discuss such scholarships as:

    Cook County Scholarship for the University of Illinois
    Wm. J. Cook Fund Scholarship
    Teaching Training Scholarships.

Counselor Notes

Applying for College

Introduction of the Topic

Until the high school graduate arrives at college for an interview or for entrance, he is represented only by information in a folder sent to the college admissions office. In this folder is his application, transcript of high school grades, a record of entrance examinations, letters of recommendation, and perhaps a photograph.

The college admissions officer determines whether the candidate is eligible to enter the college from these data. Therefore, it is very important that the prospective college student properly completes the application. He must also be certain that he has followed through on all the necessary procedures for admission to the college.

Initiating Interest

When applying for admission to college, what must an applicant submit to the college?

What are transcripts?

What are the College Boards? ACT exams?

Can one prepare for entrance examinations? scholarship examinations?

When should a student apply for admission to college?

How many college applications should be filed by an applicant?

Methods Proposed

Writing letters to colleges, filling out college applications, and readings.

Materials Needed

After High School, What?, college applications, The College Handbook, and other directories.

Suggested Activities

1. Ask the students to read Pages 12 to 14 in After High School, What? Discuss the College Boards and the ACT examinations. Also see tenth grade Unit II, "Scholarship and College Entrance Examinations," activity 3 and 4 (page 113.)

2. The students should familiarize themselves with sample college entrance examination tests. The students may secure sample questions from The College Handbook issued by the College Entrance Examination Board or from other college directories.

3. Interested students may write to a college requesting application for admission. They should include in the letter:

   high school now attending
   date of graduation
   date of entering college
   college program desired
   financial aid or scholarship desired
   request for necessary application forms.

4. The students may fill out college applications. These guides will aid them in filling out the application properly:

   Read the entire application first.

   Answer the longer thought questions on a work sheet so that they can be corrected and then transferred to the application.

   Write as neatly and legibly as possible.

   Before giving any person's name for a reference, get permission from him.

   Send the fee required.

   File application before deadline.

   If an autobiography is required, have an English teacher assist.

   Send a good photograph, if it is required.

   Fill out answers completely, correctly and honestly.

   Have the high school send an official transcript, if requested.

Counselor Notes

Preparing for Examinations

Introduction of the Topic

The student can learn certain techniques about testing, study habits, and note-taking which should help him to be more successful in college and scholarship examinations. Acquaintance with review books and test forms should give the student a measure of confidence with which to approach examinations.

Initiating Interest

Some students resent college admissions testing. What attitudes should students develop toward testing?

What study habits are most useful to the student preparing for college or scholarship examinations?

What are some of the reasons for taking notes?

Are there certain books students use in preparation for college entrance and scholarship exams? (See Activity 6.).

What do college entrance tests try to discover about students?

Is it possible for a high school student to earn college credits?

Methods Proposed

Completion of study questionnaire, discussion and use of college entrance examination review books, committee work.

Materials Needed

Questionnaire, How to Study or other study aids, college entrance examination review books, College Handbook, college catalogs.

Suggested Activities

1. A student's attitude toward testing is important to success. The teacher can use the following suggested attitudes toward testing to promote discussion:

   Negative attitudes

   grouchiness, a feeling of injustice, self-pity, fear of failure, sense of guilt and lack of confidence.

Positive attitudes

cooperation, confidence, the desire for a true picture of oneself.

2. The students may review orally some of the study habits they have learned.

3. The students should use the following questionnaire to see if they are considering all the factors of good study habits.

Study Habits	Yes	No
Do I utilize all my available study time?	___	___
Do I have good physical facilities for study?	___	___
Do I have all the necessary equipment and materials?	___	___
Do I always look for ways to get an overview of my studies?	___	___
Do I read well enough to get the meaning of my tests?	___	___
Do I use note-taking to increase my efficiency?	___	___
Do I have different techniques for remembering important details?	___	___
Do I try to find an interest in my studies?	___	___
Do I ask the instructor for help when I have questions about my work?	___	___
Do I have a purpose and a goal in my studies?	___	___

4. The counselor should discuss with the students the purpose of note-taking, developing such concepts as:

   Note-taking gives the author's view concisely.
   Note-taking makes the assignment less tedious.
   Notes are useful in reviewing for the examinations.

5. The students may discuss proper techniques of note-taking. (See How To Study by Ralph Preston and Morton Hotol, published by Science Research Associates.)

6. Many review books have information on college entrance examinations and suggestions for passing them. Interested students may acquire these books in order to discuss and evaluate them.

7. The College Entrance Examination Board (CEEB) Scholastic Aptitude Test (SAT) is the most widely used instrument for the selection of candidates by colleges. Counselors and students should discuss the content of this examination. Suggested review books in Activity 6 may be used.

   Information on College Boards for counselor use:

   Verbal Abilities

   ability to understand work relationships, opposites,
   sentence completion, analogies

   ability to understand what you read, reading comprehension

   Mathematical Abilities

   ability to understand problems
   ability to solve problems.

   Most other college entrance exams test for the following aptitudes which are similar to the CEEB:

   Vocabulary

   word meaning
   synonyms, antonyms
   sentence completion
   word relationships

   Reading Comprehension

   Mathematics

   whole numbers
   algebra
   fractions, decimal, percentage
   averages
   motion
   ratio and proportion
   mixtures and solutions
   work
   fundamentals of geometry
   graphs and data interpretation.

   The CEEB and other examinations also offer achievement tests in English, mathematics, language, social studies, and the sciences.

   The American College Testing (ACT) program consists of four tests, each averaging 45 minutes in length:

English

- elements of diction
- style
- phraseology
- form
- organization
- elements of correctness
- mechanics of writing

Mathematics

- general mathematics reasoning ability

- familiarity with formal mathematical skills and concepts learned in high school

Social Studies

- ability to reason and solve problems in social study reading situations

- knowledge of sources of information

- special study and learning skills needed in college

Science

- ability to reason and solve problems in science reading situations
- knowledge of sources of information
- special study and learning skills needed in college.

8. A committee may report on the Advanced Placement Program and Advanced Placement Tests. (They may use the College Handbook published by the CEEB and college catalogs.)

The students should discuss:

- the substance of the program

- the entrance requirements of the program

- the method of granting college credit

- the kinds of tests offered by the Advanced Placement Examination of the College Board

- the names of some colleges giving Advanced Placement credit.

9. The class may review and discuss the following types of advanced placement:

taking college subjects in high school

taking junior college subjects in high school

taking college classes at Illinois Institute of Technology or University of Illinois.

Counselor Notes

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Counselor Notes

UNIT III

ACQUIRING A PHILOSOPHY FOR LIVING

Purpose of the Unit

"Acquiring a Philosophy for Living" is intended to help the student become informed about some basic philosophies that have influenced society. An awareness of the value of a philosophy in meeting the problems of everyday living may stimulate the student to evolve a philosophy of his own.

Defining Philosophy: Why have a Philosophy

Introduction of the Topic

Introducing juniors to the idea of a basic philosophy helps them to make decisions by establishing principles and standards by which they may live. Students wonder about the things in life that are really important, but most do not consciously try to put a philosophy into words. Defining the term philosophy and realizing the need of an individual philosophy will introduce the student to the practice of establishing guiding principles by which to live a richer life.

Initiating Interest

What are the most important things in life? Why?

What do we mean by the statement: "Everyone has a philosophy of life"?

What are some of the principles by which you live?

Methods Proposed

Discussion, evaluation, use of audio-visual aids.

Materials Needed

Quotations expressing various beliefs, reference library, checklists, copies of Constitutional Amendments 1 to 10 (Bill of Rights), film: Developing Your Character.

Suggested Activities

1. The counselor may place some often-heard statements similar to those below on the board. He may ask the class if anyone has ever considered the implications of the statement. How could a belief in these statements influence a person's behavior?

   "Live and let live!"

   "My Country - May She ever be in the right but my country,
   right or wrong!"

2. In Paradise Lost Milton wrote:

   "The mind is its own place, and in itself
   Can make a Heaven of Hell, a Hell of Heaven."

   What did he mean? Could this be part of a philosophy?

   Wordsworth wrote:

   "My heart leaps up when I behold
   A rainbow in the sky -
   So was it when my life began;
   So is it now I am a man,
   So be it when I shall grow old,
   Or let me die!
   The child is father of the man;
   And I would wish my days to be
   Bound each to each by natural piety."
   (By natural piety Wordsworth meant an
   inherent reverence for the spirit of
   God that pervades all nature.)

   Can you think of other beliefs expressed by poets, writers? Are there many things in which to believe? Does everyone believe the same way?

3. The students may suggest a motivating belief or principle that would result in the following behaviors:

   working part-time to get money for an education

   deciding to be a doctor

   giving up a party that is held on the same night
   one helps in the hospital

   practicing with the basket-ball team every day

   becoming a minister

   returning a wallet found in the street

taking graduate work at a university when one is an adult

voting for a friend as class president even though someone else would be better

cheating to get a credit.

4. The counselor may read the first ten amendments to the Constitution (Bill of Rights). He may ask the students to rewrite each one as a simple statement. Would belief in these rights be part of a philosophy by which to live? How could it be stated simply?

5. The students may check whether they believe in certain statements. Such statements might be:

Statement	Agree	Disagree	Not Sure
Do unto others as you would have them do unto you.			
Newspapers and magazines should be allowed to print all the news all the time.			
Honesty is the best policy.			
One should always try to do his very best.			
Look out for yourself because no one else will look out for you.			
An eye for an eye; a tooth for a tooth.			
Everything happens for the best.			
A man will be happy if he is good.			
The only thing that matters is the end result.			

6. The class should discuss reasons for agreement, disagreement, not being sure. Can these beliefs influence behavior? Can they be part of a philosophy?

7. The counselor may show the film Developing Your Character, following it with a discussion.

8. The students may write their reasons for developing a philosophy. Among these reasons might be the following:

   A philosophy serves as a guide for actions by myself and with others.

   A philosophy helps me to establish standards by which to judge myself and others.

   A philosophy helps me to decide what I want in life and consequently helps to establish goals.

   A philosophy will help me to be a better citizen by helping me to live with others in my family, community, country, and the world.

   A philosophy should help me to see what is most important for me to do today in terms of tomorrow.

Counselor Notes

Adapting Oneself to Others

Introduction of the Topic

Ability to get along with others is listed by many employers as the most important asset in employees. Most psychologists feel this ability is a very important, if not the most important, factor in developing personal happiness. How, then, can one adapt oneself to others?

Initiating Interest

Can everyone be expected to think and act alike in a situation? Is this good?

How does the school expect one to adapt himself?

How does adapting oneself to others relate to a philosophy of living?

Methods Proposed

Discussion, films, debate.

Materials Needed

Films, chalkboard, reference library.

Suggested Activities

1. The students may list the groups of people to whom one adapts himself during the day (parents, transportation personnel, teachers, students, lunchroom or restaurant personnel, store personnel, service personnel, special situations). Are they adapting too? How do accepted standards of behavior help one in these relationships?

2. The class may consider these questions.

   What determines whether one will abide by society's standards of behavior (custom)?

   Do one's feelings or attitudes influence the other person?

   How can one decide how to act with others?

3. The counselor may show the film The Fun of Being Thoughtful or Improve Your Personality. (See bibliography on pages 191 and 192.) Questions and/or reactions may provide material for discussion.

4. The counselor may ask "How many have heard of the Golden Rule?" How would this affect one's ability to adapt to others? Can it be part of one's philosophy? How many other rules can the class suggest to guide one in living?

5. The students may debate one or more of the following topics:

   People react according to one's approach.
   One must work to gain friends.
   Everyone needs friends.

6. Each student may list suggestions for adapting oneself to others. The counselor may ask someone to offer his list for class discussion. Each person may make his own list of practices to follow.

7. The class may discuss their reactions to these or similar situations:

   A friend wants to copy your homework.
   A classmate continually borrows paper, pens, etc.
   A student passing in the hall jostles you.
   Two students are fighting in the lunchroom.
   Your parents insist that you come home earlier than your friends must.

Counselor Notes

Facing Reality

Introduction of the Topic

Most young people are idealistic at the secondary level. Each is preoccupied with individual plans and goals that are often far from realistic. A very difficult task is helping the adolescent to adapt from the mental picture of a glamorous movie star to the actuality of office secretary, from the dream of being the next Mickey Mantle to the fact of working in a gas station. The aim of this unit is to help the adolescent realize that one must have ideals and goals that are attainable in order to live successfully.

Initiating Interest

Everyone has an idea of what he will be ten years from now. What do you plan?

What are the advantages of planning a program? Can it be changed?

Jimmy was an outstanding football player on the "sand lot" team when he was in elementary school. However, now that he is in high school, he is much smaller in stature than the other boys. What can he do about his plans to be a professional football player?

Why is it necessary to face reality when developing a philosophy for living?

Methods Proposed

Discussion, self-evaluation, debate, reading.

Materials Needed

Dictionary, reference library, chalkboard.

Suggested Activities

1. **Someone may look up the word reality in the dictionary. The students should discuss the meaning thoroughly. The counselor may ask the class to consider what this means when one is thinking of the future.**

2. **The counselor may ask the class what the term sizing up means. When does one size up a situation? Is it applicable when thinking about one's future?**

3. **The class may discuss the statement: One should be honest when evaluating oneself.**

4. The class may list factors that should be considered when one is planning ahead or setting goals for the future. They should consider scholastic ability, physical abilities and handicaps, finances, ability to get along with others, personal traits, individual drives, home conditions.

5. Each person may list his assets and liabilities in each area to be considered. The counselor may point out that lists will be different for each person. The students should be sure to use 11A test scores, and other data.

6. The counselor may suggest that each person consider ambitions and goals after careful consideration of assets and liabilities. He must be sure that goals are attainable. What changes will be necessary? What liabilities can be eliminated? How can one overcome a liability?

7. The counselor may start a discussion with the statement "Abraham Lincoln was considered a failure at more than one period in his career. Was he a failure?" The discussion should bring out the fact that one must expect failures.

8. Students may discuss the following problems and suggest methods for overcoming or facing the situation if the desired goal cannot be attained:

   How to pass algebra?
   How to make the Honor Society?
   How to make a school team?
   How to get elected to office?
   How to assess oneself honestly?
   How to make desired friends?
   How to get a desired job?
   How to be accepted at college of choice?

9. Students may debate: What is failure?

10. The class may discuss the questions: Why is it important to be able to accept failure in some instances? Why should one develop a formula for avoiding repeated failure?

11. The class may work out a formula applicable in failure such as:

   admit the failure
   adjust to emotional reactions
   why did I fail -
     was it a failure in personal characteristics?
     was I trying to do too much? too little?
     was I prepared for the job?
   adjust goal
   try for new goal

12. The counselor may suggest that students read biographies or autobiographies of individuals whom they admire to see how liabilities were overcome and how assets were developed.

13. The counselor may suggest readings from references.

Counselor Notes

Evolving My Own Philosophy

Introduction of the Topic

At this stage in his personal development a student should begin to think for himself. He usually becomes interested in and critical of events and ideas. To make his life happier and more purposeful, it is important that he know what is of real value to him. The counselor must get him to think about his ideals and goals then, so that he may consciously start evolving a philosophy.

Initiating Interest

In evolving a philosophy of one's own, what must one decide upon first?

Do one's ideals and goals change as he matures? Why?

Can one feel the same about some principles throughout his life? Give examples.

Should one ever feel he will not change?

Methods Proposed

Discussion, self-analysis, reading, reports, interviews.

Materials Needed

Dictionary, reference library.

Suggested Activities

1. The class may ascertain the meaning of these words:

   ideal--A mental concept of perfection; a highest standard.

   ethics--Principles of right conduct.

   principle--A truth upon which to build; a settled rule or law of action or conduct.

   goal--Any end aimed at; the final purpose; one's desire or ambition.

   The class may discuss their roles in a philosophy by which to live.

2. The counselor may start a discussion with the question "How can a person decide what his ideals should be? What criteria does one use?" If the class has no suggestions, the following criteria may be suggested.

Is this ideal one that will challenge you to develop your assets, overcome difficulties?

Does it conflict with your conscience? Can you live with it?

Is it attainable?

Does it give you purpose in living?

Does it consider living with other people?

Does it conflict with the laws of society?

Does it have social usefulness or purpose?

Does it give you a feeling of satisfaction?

3. Each student should crystallize a few principles to aid himself in living with his family, adapting himself to other people, living in a democratic society.

4. Each student should consider very seriously what he wants most in life. The counselor may ask:

   "Are these goals in harmony with the ideals and principles by which you feel you must live?"

   "Which of these goals are final purposes? Which are immediate?"

5. The student may analyze each final goal to see what drive motivates this ambition.

6. The counselor may suggest that the students select someone whom they admire very much and see if they can ascertain what purposes and goals motivate him. What seems to be the philosophy by which he lives?

7. The counselor may suggest they select someone outstanding in their chosen field and analyze the possible drives and goals of that person.

8. Volunteers may read about a famous person and report to the class on the goals and philosophy that guided the individual.

   Albert Schweitzer
   Jane Addams
   Theodore Roosevelt
   Franklin Roosevelt
   George Washington Carver
   Mahatma Ghandi
   Carl Sandburg
   Albert Michelson
   Helen Keller

9. A student may interview an older person whom he admires to ascertain this person's philosophy of life. Such a person might be a parent, relative, doctor, lawyer, employer, teacher.

10. The counselor may start a discussion with the questions:

    Do you think you will feel differently about some things in a few years?

    Do you think differently about some things now than you did as a freshman?

    Do you think you will feel differently as a parent?

    Will these changes in feelings and ideas affect your philosophy?

    What conclusions about a philosophy can you make?

Counselor Notes

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Facing Reality. McGraw-Hill Book Co. Inc., Text-Films Dept., 1954. 12 min. b&w (X-F-137).

Family Relationships and Older Teens. Central Scientific. color (5671.2). Set of 4 filmstrips with 2 records $25.50.
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F776-6 "Using the Family Car"
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F776-8 "Learning to Manage Your Money". $ 6.50 each

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The Good Loser. Young America Films, Inc., 1953. 15 min. b&w (X-G-78).

UNIT IV

INITIATING A COUNTDOWN FOR TOMORROW

Purpose of the Unit

"Initiating a Countdown for Tomorrow" is designed to aid the student plan realistically in order that he may perform his role as a member of the community whether he decides to go to college or to work.

Deciding on College or Work

Introduction of the Topic

Re-evaluation of goals is necessary at this level. College or work decisions are fully developed here, since the student has had the opportunity for three years to see what he is capable of doing. The 11A tests, class rank, and the student's past experiences in school help him to solidify his plans for future schooling or work. By the end of the junior year the student should have his post-high school plans established.

Initiating Interest

What are the 11A tests? What do they show?

Is class rank of importance in college admission? What else is important?

Should you change your goals?

Does present and past performance in school match your plans? Do your plans need upgrading? downgrading?

Methods Proposed

Review of ninth grade Unit II, "Discovering My Interests and Abilities" (pages 25 to 33), lecture, question-answer period, individual conferences, panel discussion.

Materials Needed

Ninth grade Unit II, "Discovering My Interests and Abilities," sample IBM cards of 11th Grade Testing Program, time table for individual conferences.

Notes to Counselors

The eleventh grade testing program of the Chicago Public Schools consists of three tests: the American Council on Education Psychological Examination, 1953 edition; the Iowa Tests of Development (Correctness and Appropriateness of Expression) Test 3 (Form X3S); and the Davis Reading Test (Form 1B). Each test has specific purposes and the ACE and the Davis have sub-tests. According to the High School Testing Program, a report sent to the high schools in April of 1958, the overall purpose of the 11A testing program is stated as follows:

> "scholastic aptitude and language arts tests are proposed for all those who are considering, or should be considering college, and to judge adequacy of skills in relation to post high school plans. The tests in English will be used for placement purposes in the senior English program."

The specific purposes of the tests are:

ACE Psychological - designed to measure learning ability or scholastic aptitude. The two sub scores of the total score differentiate between linguistic ability (the L - score) and quantitative thinking (the Q - score). The total score is an indicator of general scholastic aptitude.

Davis Reading - provides two scores: Level of Comprehension and Speed of Comprehension. The Level score indicates the depth of understanding displayed by a student in reading the kinds of material he is ordinarily required to read in high school and college; the Speed score indicates the rapidity and accuracy with which he understands the same material.

ITED - yields one score and is designed to measure the ability of the student to apply some of the basic elements of correct and effective writing, punctuation, usage, capitalization, spelling, diction, phraseology, and organization.

Suggested Activities

1. The counselor may review with the student "Notes to Counselors" (pages 26 to 29) and activity 3 (profile sheet pages 29 and 30) Unit II, ninth grade, "Discovering My Interests and Abilities." This information and the profile sheet can be adapted to the 11A tests.

2. All of the above information may be presented to the students by means of a lecture followed by a question and answer period. The

idea of percentile rank and stanine may be re-emphasized through referral to "Some Basic Test Terms" (pages 26 to 29) and Activities 4 (page 30 and 31) of ninth grade Unit II, "Discovering My Interests and Abilities". Considering the information given in this topic and ninth grade Unit II "Discovering My Interests and Abilities," one is able to more effectively interpret the 11A test scores.

3. A panel of students may discuss class rank. Each semester many schools publish grade averages and ranks for each student. The students are ranked within their class level (9A, 10B, etc.). The counselor may review the term with the class and point out how it is determined from a student's grades. The panel may then discuss the idea of class rank and its importance. Some points which should be stressed are:

   How is the individual ranked? by division? semester grade level? year grade level? with the entire school?

   Which grades are used to determine class ranks? grades in majors? minors? test scores? trait ratings?

   Are colleges interested in class rank? why?

   What should be the class rank of students who hope to be accepted in college? upper 10%? upper 1/4? upper 1/2? upper 3/4? lower 1/4?

   Is industry concerned about class rank? why?

4. The counselor and students should review intensively all the group guidance units dealing with work and college in the light of test scores, grades, and class rank. Individual conferences should be scheduled with all the students for the purpose of realistic planning and re-evaluation.

Counselor Notes

Exploring My Role in the Community

Introduction of the Topic

As the student progresses through school, he must become aware of the different community roles he must play now and in the future. Because his status is changing gradually as he is maturing, he must be prepared for community life. Thus, an attempt is made to show typical community positions of responsibility as well as to clarify the student's position.

Initiating Interest

Why should businessmen who live elsewhere be interested in the business community?

How can the student prepare himself for life in the community?

Is the resident of a community the only person responsible for community welfare? Explain.

How does participation in community activities make you a better citizen?

Methods Proposed

Discussion, skits, individual tours, presentation of films and filmstrips, self-evaluations.

Materials Needed

Films and filmstrips, mimeographed materials.

Suggested Activities

1. The students may discuss the importance of the following topics to community residents:

    voting in local and national elections

    value of good sanitary, police, and fire agencies

    upkeep of stores, homes, parks, and streets

    active participation in community affairs by all community members.

2. The Jen family from out of state has bought a home in the community. They are unfamiliar with the community operations, with available facilities, and have no friends in the immediate area. There are three children of high school age in the family: Marie, Pat, and Morris. Mr. Jen has bought a local barber shop; Mrs. Jen is a housewife. The students may prepare a skit on the proper orientation of the Jen family to community life. The orientation of each member may be dramatized separately. Such areas as the following might be considered:

   children and the school

   children and recreational facilities

   mother and shopping facilities

   mother and social clubs

   family and new friends, clubs, and civic groups

   family and physical layout, customs, and responsibilities of the community.

3. The counselor may show films or fimlstrips listed in the bibliography on page 200.

4. Student volunteers may visit the following places and report their impressions to class:

   court room
   a community business association meeting
   police and fire stations
   public library
   local political headquarters office

5. The students may fill out and complete the following self-inventory as related to the community. They will check their answers yes or no.

My Community Role

Question	Yes	No
Do I belong to any community youth organization?		
Have I ever volunteered my services for activities other than social in my community?		
Do I obey most school rules?		
Do I obey most community rules, especially concerning driving, proper behavior, littering, and curfew?		
Am I proud of my community? its appearance?		
Do I get along well with my neighbors?		
Am I proud of the people who make up my community?		
Do I make an effort to welcome people new to the school and the community?		
Do I try to help and be kind to people less fortunate than I?		

The students could work out a rating sheet for this self-evaluation based on the number of yes and no answers. A possible one might be:

Yes	Interpretation
8-9	Very fine community member
5-7	Average community participation
3-4	Need more interest in community
0-2	Poor community interest

6. Based on the results of activity 5, students may devise methods of remedying a lack of interest in the community. Students who scored well may help the others improve their community responsibility.

Counselor Notes

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*Counselor's reference

TWELFTH GRADE

LIVING IN AN ADULT WORLD

General Purpose

The aim of the senior guidance program is to aid students to successfully adjust behavior from that accepted in the world of the adolescent to behavior needed to meet the wider contacts and greater pressures of human relations in an adult world.

Increased self-understanding, enabling the individual to undertake learning experiences leading to successful living, involves development of an awareness of the problems of maturity, creation of a workable concept of success, and definition of tangible, plausible goals in life.

The twelfth year, then, is the culmination of all guidance activities

TWELFTH GRADE

LIVING IN AN ADULT WORLD

I. Putting it all together

  A. Looking back at high school

    Appraising what high school did for me
    Appraising what I did for my high school

  B. Looking ahead to college

    Learning about individual problems of adjustment
    Examining housing and other facilities
    Taking advantage of social activities
    Managing finances
    Looking at educational goals ahead
    Preparing for college interviews

  C. Looking toward the world of work

    Learning about man-power in labor
    Studying expectations in my field
    Knowing about personal traits and the job
    Getting a job

  D. Looking at vocational goals for tomorrow

    Deciding on immediate plans
    Preparing for alternate plans
    Thinking about long term plans

II. Planning a graduation

  A. Encouraging participation

    Planning for commencement
    Engaging in committee work
    Making my financial arrangements

  B. Sharing experiences

    Going to proms and meeting people
    Going to tea and socializing
    Going to parties, parties, parties

  C. Understanding recognition and reward

    Choosing outstanding seniors
    Learning about scholarship awards
    Accepting service awards

III. Adapting to a changing world

A. Developing human relations in adult society

Working together
Meeting problems in maturity

B. Becoming a leader

IV. Facing future frontiers

A. Defining life goals

Reaching goals through successful habits
Developing a mature attitude toward achievement of aims
Reaching for goals in daily living

B. Setting goals in life

Attaining personal goals
Considering others
Considering yourself as a member of society
Considering yourself as an American

C. Planning for the future

UNIT I

PUTTING IT ALL TOGETHER

Purpose of the Unit

"Putting It All Together" has been developed to help the student assemble all that he has learned about himself and future goals for the purpose of making wise decisions as he faces the adult world.

Looking Back at High School

Introduction of the Topic

Now that the high school student has reached his senior year, he must evaluate what he has gained from his high school experience that will help him meet his future needs and goals.

He should also consider what contributions he has made to his high school.

Initiating Interest

How has high school helped you in the past three years?

What have you done for your high school?

How have you changed since you entered high school?

How can your high school help you improve in the senior year?

What assistance can you give your high school in your senior year?

Methods Proposed

Self-inventory, discussion.

Materials Needed

Self-inventory: What High School Did For You.

Suggested Activities

1. The counselor may duplicate the following self-inventory for students to evaluate what they gained from their high school education.

Self-Inventory

What High School Did For You

Your Education, Achievements, and Training

List knowledges or skills which you have acquired through schooling or the subjects in which you did the best work. Have you improved in reading, mathematics, or other skills?

____

____

____

Your Interests

What new interests have you acquired in high school, or how have you developed old ones?

____

____

____

Your Abilities

What abilities have been revealed to you by test results? List any special abilities developed.

____

____

____

Your Personal Traits

List your outstanding personal qualities, especially those developed in high school.

____

____

____

Your Work Experience

List full-time or part-time jobs you have had while in high school.

____

____

____

Your Habits and Relationships

What study habits learned in school have helped you become an effective student? What social habits have helped you become effective with people?

____

____

____

Your Leisure Time Activities

List any hobbies or activities in which you have become interested.

____

____

____

Your Future Plans

How have you taken advantage of knowledge gained about work, college, or scholarships? What are you planning to do after high school?

____

____

____

2. The students should discuss what they have done or will do for their high school.

Suggested Line of Discussion for Counselor's Use

The student:

follows school regulations
sets example by proper conduct and proper dress
respects school property
leads in extra-curricular activities
helps teachers and students
supports and attends school functions
contributes to school fund drives
displays good citizenship after school and after graduation
aims for a good record in college, at work, or other future endeavors.

Counselor Notes

Looking Ahead to College

Introduction of the Topic

There is a great difference between the demands of high school and college. The high school graduate will be required to make an even greater adjustment to college than he did when he entered high school. This topic will attempt to familiarize the high school senior with such problems as living away from home, college housing, college organizations, and managing finances.

This topic will also assist the high school senior in formulating his final college plans.

Initiating Interest

How do students make arrangements for college housing?

What kind of living quarters do colleges provide? Dining facilities?

How are roommates selected?

What kind of social, cultural, and recreational activities are available in colleges?

What are Greek letter organizations?

How do college students dress?

What does a student need to know about managing finances in college?

Methods Proposed

Completing charts, committee reports, role playing, college day speakers from junior college, career days.

Materials Needed

College catalogs, College Evaluation Chart, Cumulative Bulletin, Charts of junior year.

Suggested Activities

1. The students should review their college plans and finances using the charts in eleventh grade Unit II, "Using Sources of Information," Activity 6 (page 161) and "Financing an Education," Activities 4, 5, (pages 164 and 165).

2. The class may be divided into six working committees. Each committee may prepare an oral report to the class on the topics listed.

   Campus services--dining, health, religious, placement, counseling, library, publications, military units.

   Housing--dormitories, sororities, fraternities, cooperatives, independents.

   What to bring to school--suitable clothes, linens, equipment such as clock radios.

   Fraternities and sororities--advantages and disadvantages of belonging, rushing, pledging.

   College rules and regulations--car, hours for meals, hours and evenings out per week, visitors, attendance, illness, regulations for going home.

   Problems of college freshmen--budgeting time between work and social activities, managing finances, making the right new friends, being homesick.

   References: college catalogs, How to Get into College and Stay There, or The New American Guide to Colleges, see Bibliography, page 220.

3. Since many college students live at home, students may consider problems involved in commuting to college. They may discuss such factors as:

   difference in college costs, especially meals and transportation
   time spent in travel
   proper facilities for study
   social life
   campus life
   sororities and fraternities.

4. The students should make an intensive study of at least one college, taking into consideration the factors as listed on the College Evaluation Chart. They may use college catalogs.

College Evaluation Chart

Factors	Name of College	Name of College
Living Accommodations Dormitory Sorority or Fraternity Cooperatives Independent		
Campus Services Dining facilities Health Services Religious Placement Counseling Library Publications Military Units		
Rules and Regulations Class Attendance Curfew Automobile Grades Probation Dress		
Student Activities Greek Letter clubs Athletic Program Student Government Clubs Recreation		
Transportation From home to college On campus travel		
Other Pertinent Factors		

5. The counselor should plan a college day (See the Handbook for Counselors) and involve the students in the planning by having them responsible for the organization of:

   planning committee
   the pattern and schedule of the conference
   selection of speakers
   evaluation of conference.

6. The students may discuss the personal college interview. The following points should be emphasized:

   About yourself:
      appearance and dress

      frankness and honesty

      truthfulness when asked about career plans even
      if not certain of future career

      good speech, voice quality

      maturity, seriousness, enthusiasm, and modesty.

   Possible interview topics:
      high school work, rank, and activities
      spare time and summer activities
      reading experiences
      interests and hobbies
      future plans.

7. Two students may role-play a college interview.

8. A committee may be organized to prepare an oral report on the educational opportunities in the Chicago City Junior Colleges including educational T.V. (Use Cumulative Bulletin.)

9. The counselor may invite a representative from the Junior Colleges to speak to the students on junior college opportunities.

10. Several students may investigate and report on the Chicago Public School Evening School Program which offers additional educational opportunities beyond high school. They should include in their report information about the location and types of programs offered at the evening schools. (Use Cumulative Bulletin.)

11. Counselor and students may plan a Career Conference. (See Handbook for Counselors.) This should be planned with juniors also.

12. The students should review all the possibilities for scholarship.

They should discuss especially:

College scholarships
College Scholarship Service
Cook County Scholarship for the University of Illinois
Wm. J. Cook Fund Scholarship
Teacher Training Scholarships
Pullman Foundation
General Assembly Scholarships awarded by State Representatives
Other local college scholarship examinations available.

13. The students may discuss the value of the use of the College Admissions Center. Some students should write to the center for information to report back to the class. The address is:

College Admissions Center
610 Church Street
Evanston, Illinois

At these centers, one files his high school record, recommendations, and test scores, together with the information as to the type of college in which he is interested. College admissions officers visit these centers and select candidates. This is an especially valuable service to graduates who have difficulty in finding colleges. Registration forms will be sent upon receipt of a $10 fee.

Counselor Notes

Looking Toward the World of Work

Introduction of the Topic

For the students, senior year is the culmination of group guidance activities of the preceding three years. Students should be prepared with all the factual knowledge necessary for the world of work, should have written several letters of application, and should have organized a job interview schedule. The theoretical becomes the practical, and the life of work starts.

Initiating Interest

How do local job statistics affect the job in which you are interested? Are there many job openings in your selected fields? Is the unemployment rate high?

What about future trends in these fields? Is there opportunity? Are the companies progressive?

Do your personal characteristics need development and improvement? Has your present personality been a hindrance to date?

What have you done about a list of job interviews and letters of application? Have you an organized check list of places to write and a calendar book of interview dates?

If the answers to the above topic are no, why not?

Why is the last day of school not the day to begin looking for a job?

Methods Proposed

Surveys, group discussions, critical analysis, general review of job seeking procedures and general information, films and filmstrips as applicable, career conferences.

Materials Needed

Copies of newspaper want ads, samples of various job application blanks, local statistics on Chicago from State Department of Labor and Illinois Employment Service, After High School, What?

Suggested Activities

1. The counselor should review interview procedures, grooming habits, and personal traits important to "landing a job."

2. Each student should present an interview schedule and prepare a calendar of scheduled interview dates.

3. The students and counselor should carefully and cooperatively work out letters of application and replies to letters of application. (Refer to eleventh grade, Unit I, "Putting the Best Foot Forward", Activity 3, page 148).

4. Students should work out a check list of needed documents and information for the first interview. A suggested list might be:

   Social Security card

   draft card (if boys are 18)

   birth certificate

   at least three personal references (not relatives)--names, home and business addresses, occupation, length of association

   previous part or full-time work experience--with name of supervisor, kind of work, length of employment, and dates employed

   letters of recommendation (optional) from previous employers, school personnel, and/or clergymen attesting to character, initiative, and reliability

   salary expected (students should be realistic)

   reasons for termination of previous employment.

5. The student should analyze critically the reports of completed interviews. After the students relate their experiences to the group, the group may determine why they did or did not secure the position.

6. After students work individually to determine minimum, realistic expectations in a place of employment, they may discuss cooperatively each set of expectations.

   Is it too idealistic?
   Does it fit the person involved?
   Is it too compromising with respect of student goals?
   Does it take the future into consideration?
   Is it too hazardous or detrimental to health?

7. Each student should use a newspaper each day and clip leads for a file of possible employment.
8. The counselor should encourage each student to consult the Illinois State Employment Service and the State Department of Labor publications and services to determine jobs available in Chicago, labor market trends, degree of automation, and amount of specialized training needed for respective fields.
9. The counselor may encourage students to further develop abilities and skills through some post-high school training program.
10. Student may meet frequently with the counselor for individual conferences.
11. Students should take part in organizing a career conference.
12. Students may discuss questions that arise after attendance at career conferences.

Counselor Notes

Looking at Vocational Goals for Tomorrow

Introduction of the Topic

Work is life and life is work. Each graduate must earn a living and support himself for the greatest portion of his life.

The student must look ahead into the immediate and the far distant future. He must have goals set for himself and regular steps of progression toward these goals. However, he should be fully prepared for any eventuality and have a set of alternate plans in the event that circumstances, conditions, and interests change. Developing the initial steps and setting a course toward these goals are the aims of these senior students.

Initiating Interest

Should a graduate set up a tentative time schedule for orderly progression to desired goals?

What will you do if your original plans don't work out?

What plans do you have for yourself the first week after graduation? first month?

Have you completed a set of interviews and picked a place of employment?

If a college away from home is your goal, what have you done about clothes? luggage? room furnishings? miscellaneous equipment?

Methods Proposed

Films, analysis of "Senior Plans Survey," lecture and question-answer period, panel.

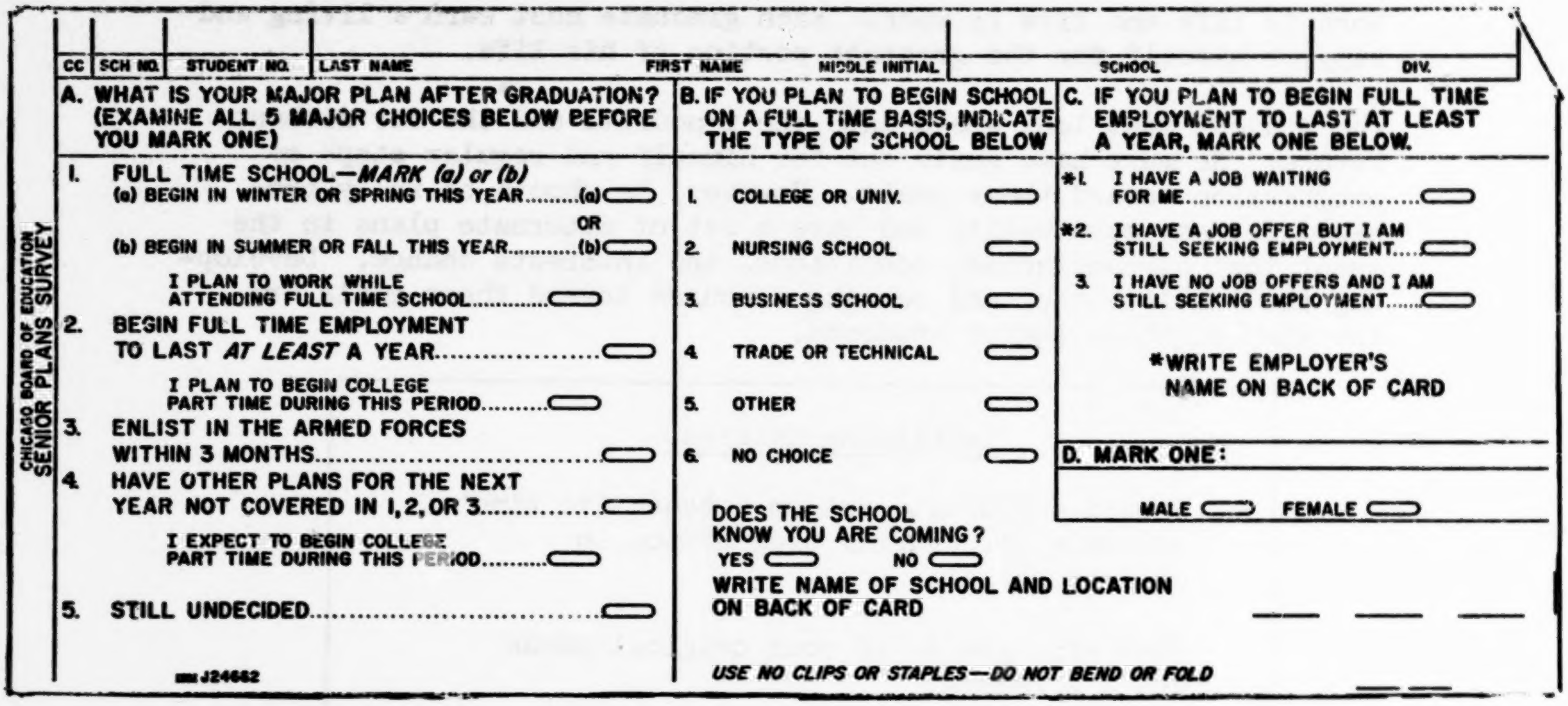
Materials Needed

Films as applicable, class size numbers of IBM cards titled "Senior Plans Survey," or mimeographed copies of sample.

Suggested Activities

1. The counselor may show the films Benefits of Looking Ahead and How to Keep a Job listed in the bibliography on pages 220 and 221.

2. The counselor may obtain a blank set of IBM cards titled "Senior Plans Survey" from the Bureau of Pupil Personnel Services. The students may look over this form in preparation for the end of the year survey. This one set can be used as a sample for all senior group guidance classes. A sample copy is printed below.



CHICAGO BOARD OF EDUCATION
SENIOR PLANS SURVEY

CC	SCH NO.	STUDENT NO.	LAST NAME	FIRST NAME	MIDDLE INITIAL	SCHOOL	DIV.

A. WHAT IS YOUR MAJOR PLAN AFTER GRADUATION? (EXAMINE ALL 5 MAJOR CHOICES BELOW BEFORE YOU MARK ONE)

1. FULL TIME SCHOOL—*MARK (a) or (b)*
   (a) BEGIN IN WINTER OR SPRING THIS YEAR.........(a) ○
   OR
   (b) BEGIN IN SUMMER OR FALL THIS YEAR............(b) ○
   I PLAN TO WORK WHILE ATTENDING FULL TIME SCHOOL............ ○
2. BEGIN FULL TIME EMPLOYMENT TO LAST *AT LEAST* A YEAR..................... ○
   I PLAN TO BEGIN COLLEGE PART TIME DURING THIS PERIOD.......... ○
3. ENLIST IN THE ARMED FORCES WITHIN 3 MONTHS................................... ○
4. HAVE OTHER PLANS FOR THE NEXT YEAR NOT COVERED IN 1, 2, OR 3.............. ○
   I EXPECT TO BEGIN COLLEGE PART TIME DURING THIS PERIOD.......... ○
5. STILL UNDECIDED................................. ○

J24662

B. IF YOU PLAN TO BEGIN SCHOOL ON A FULL TIME BASIS, INDICATE THE TYPE OF SCHOOL BELOW

1. COLLEGE OR UNIV. ○
2. NURSING SCHOOL ○
3. BUSINESS SCHOOL ○
4. TRADE OR TECHNICAL ○
5. OTHER ○
6. NO CHOICE ○

DOES THE SCHOOL KNOW YOU ARE COMING?
YES ○ NO ○
WRITE NAME OF SCHOOL AND LOCATION ON BACK OF CARD

USE NO CLIPS OR STAPLES—DO NOT BEND OR FOLD

C. IF YOU PLAN TO BEGIN FULL TIME EMPLOYMENT TO LAST AT LEAST A YEAR, MARK ONE BELOW.

*1. I HAVE A JOB WAITING FOR ME.................................. ○
*2. I HAVE A JOB OFFER BUT I AM STILL SEEKING EMPLOYMENT..... ○
3. I HAVE NO JOB OFFERS AND I AM STILL SEEKING EMPLOYMENT...... ○

*WRITE EMPLOYER'S NAME ON BACK OF CARD

D. MARK ONE:

MALE ○ FEMALE ○

The counselor may select a student to act as a leader for class discussion. Such topics as the following may be developed:

Why do the Chicago Public Schools have a Senior Plans Survey?

What uses can be made of the results?

How does the survey affect the future educational plans of the Chicago Public School System?

When is this form completed by senior students? why then?

3. After the discussion is conducted in Activity 2, the counselor should point out how the form is filled out and answer any student questions.

4. The counselor may set up a student panel to discuss future vocational plans. Suggested points to cover:

Why plan ahead?
Does planning alone mean success?
Can plans change?
Why do plans change?
Will immediate plans differ from long range? how?

5. **The counselor should review extensively all units which deal with the vocational life of the graduate; particular emphasis should be placed on college and work units at all grade levels.**

Counselor Notes

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How about College Financing? A Guide for Parents of College-Bound Students. Washington: American Personnel & Guidance Assoc., 1960. (30¢)

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Sinick, Daniel. *Your Personality and Your Job.* Chicago: Science Research Assoc., Inc., 1960.

Warters, Jane. *Achieving Maturity.* New York: McGraw-Hill Book Co., 1949.

Wilson, Eugene S., and Rucher, Charles H. *College Ahead! A Guide for High School Students and Their Parents.* rev. ed. New York: Harcourt, Brace & World, Inc., 1961.

FILMS

The visual aids which follow are listed in *Classroom Motion Pictures, Filmstrips, and Art Slide Sets,* Chicago Public Schools, 1961.

Benefits of Looking Ahead. Coronet Films, 1950. 10 min. b&w (X-B-74).

How to Keep a Job. Coronet Films, 1949. 10 min. b&w (X-H-42).

Office Etiquette. Encyclopaedia Britannica Films, Inc. 1950. 15 min. b&w (X-O-18).

Personal Qualities for Job Success. Coronet Films, 1952. 11 min. b&w (X-P-96).

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UNIT II

PLANNING A GRADUATION

Purpose of the Unit

"Planning a Graduation" has for its objective the involvement of each student in activities by which he may demonstrate his self-development and receive recognition for his achievements.

Encouraging Participation

Introduction of the Topic

When a student meets the requirements for high school graduation, the school's only responsibility is that of giving the graduate written evidence such as a diploma. All activities such as commencement exercises, proms, parties, and luncheons should be inspired, planned, financed, and worked out by the graduates. These activities should be based on the needs and desires of the students.

Initiating Interest

Why is graduation planning necessary?

What are the responsibilities of a committee member?

Is a graduation expensive for the student and his family? why?

Methods Proposed

Committee work, group and panel discussion.

Materials Needed

School handbook, reference library.

Suggested Activities

1. The students should discuss the following:

BLANK PAGE

What graduation activities is the school obligated to have?

What have been the traditional graduation activities at this school?

What phases of the activities should be planned by students? by teachers? why?

Should work of graduation activities involve the entire graduating class? why? how?

Should every graduate attend the activities?

2. The counselor may arrange a panel discussion on committee member responsibilities. The panel should consider these points:

   organization of a committee
   presence and punctuality at meetings
   cooperative planning
   responsibility of carrying out plans.

3. The students may list and discuss financial expenses that they will have to meet at graduation such as:

   graduation fee
   prom
   picnics
   luncheons
   clothes
   class jewelry
   flowers
   transportation.

4. The students may discuss means of meeting graduation expenses by students and parents.

Counselor Notes

Sharing Experiences

Introduction of the Topic

All graduation activities should be a real life learning experience for the students. These activities should challenge the graduates to use all they have learned about self-development, leadership, working with others, future planning, and participation in school and community life.

Initiating Interest

Why is a prom a learning experience?

What should one know before attending and participating in graduation activities?

What have you learned that will help you actively enjoy the graduation activities?

Methods Proposed

Reviewing ninth and tenth grade units, discussion.

Materials Needed

School handbook, reference library.

Suggested Activities

1. The counselor should review the following units:

   Ninth Grade
   Unit II - "Understanding My Social Responses" (See pages 44 to 48.)

   Tenth Grade
   Unit III - "Developing Interpersonal Relationships" (See pages 122 to 125.)

2. The students may discuss the following responsibilities of the prospective graduate during the senior year:

   decorum and behavior at school and social events
   continuance of scholastic standards
   attendance and punctuality
   over-involvement in graduation activities

3. Since this is a time of satisfaction for both parents and students, the class should discuss how the graduate can share this satisfying experience with his parents.

Counselor Notes

Understanding Recognition and Reward

Introduction of the Topic

At the time of graduation the senior student should realize that hard work, leadership, and service usually result in honor, recognition, satisfaction, and reward.

Initiating Interest

What criteria should one use in choosing outstanding seniors?

Why should certain students receive scholarship awards? service awards?

Do awards recognize all students' achievements? Explain.

Methods Proposed

Discussion, committee work, debates.

Materials Needed

School handbooks, list of school awards and scholarships.

Suggested Activities

1. Below is a list of criteria that might be used in choosing outstanding seniors. The students may discuss the relative importance of each:

    extracurricular activities
    rank in class
    character traits
    popularity
    teachers' evaluations
    participation in community activities
    financial status
    social status
    physical attractiveness
    athletic ability
    social club affiliations.

2. A committee may investigate and report to the class about awards given by the school and the community.
3. The students may debate on the pro and con of giving awards at the high school level. They should consider these points:

Are the awards fair in view of the different levels of maturity and ability?

Are selections made by students always objective?

Does rank in class always indicate ability? Explain.

Should service to the school be rewarded? Why or why not?

Shouldn't satisfaction in a service well done be enough reward?

4. The students may discuss whether scholarship awards should be given only when financial help is needed.

Counselor Notes

BIBLIOGRAPHY

The visual aids which follow are listed in Approved List of Filmstrips, Slides and Transparencies for Elementary and Secondary Schools, Chicago Board of Education, 1963.

FILMSTRIPS

Dating Topics for Older Teens. Central Scientific. color (5671). set of 4 filmstrips with 2 records $25.50.

F 774-5 "What About Going Steady"
F 774-6 "When You're in Love"
F 774-7 "Date Behavior"
F 774-8 "Looking Ahead to Marriage"

Parliamentary Procedure In Action. Educational Filmstrips. color (5672). set of 3 strips $18.00.

Part I -"Order of Business"
Part II -"Use of Gavel--Introduction of New Business"
Part III-"Motions"
These strips are of particular interest to student councils, clubs and homeroom organizations.

Popularity Problems of Older Teens. Central Scientific. color (5672.1). set of 4 filmstrips with 2 records $25.50.

F 775-5 "Ways We Influence Others"
F 775-6 "Facts about Smoking, Drinking"
F 775-7 "Belonging to a Crowd"
F 775-8 "Learning about Loyalty"

UNIT III

ADAPTING TO A CHANGING WORLD

Purpose of the Unit

"Adapting to a Changing World" is intended to help the student develop those qualities necessary to assume his role as a citizen in the complex milieu of a changing society.

Developing Human Relations in Adult Society

Introduction of the Topic

The foundation is laid; now the building must be built. The student has been theoretically prepared for many post-high school experiences; it remains for him to apply this knowledge in dealing with other people and solving his own problems. Thus many senior activities are directed toward enabling the senior to meet the demands of an adult society.

Initiating Interest

How is the adult world, college or work, different from high school? The same?

What personal characteristics are important in getting along with other people?

What different types of problems will students encounter in college or in work? regarding money? people? background? mental and social pressures?

What experiences might one expect on the first day in a new situation?

Methods Proposed

Committee work, review of past units, discussion, panel discussion, speakers.

Materials Needed

Previous group guidance units on social habits, college, and work; notebook materials.

Suggested Activities

1. A volunteer committee may discuss what new experiences a person probably will encounter in work or college. Such areas as the following may be stressed:

   meeting new people
   managing finances
   adapting to other people and their backgrounds
   solving own problems
   deciding career fields.

2. The counselor and students should review pertinent guidance activities used in the units in ninth, tenth and eleventh grades, especially:

   Social habits
   - ninth grade, Unit II, Understanding My Social Responses, pages 44 to 48.
   - ninth grade, Unit II, Making Friends, pages 49 to 51.
   - tenth grade, Unit III, Developing Interpersonal Relationships, pages 122 to 125.

   Work
   - tenth grade, Unit II, Analyzing Employment Facts, pages 91 to 95.
   - tenth grade, Unit II, Utilizing Sources of Career Information, pages 96 to 98.
   - eleventh grade, Unit I, (entire unit), Learning More About Work, pages 137 to 151.

   College
   - tenth grade, Unit II, getting acquainted with Colleges of the Immediate Area, pages 99 to 101.
   - tenth grade, Unit II, Choosing a College, pages 105 to 111.
   - eleventh grade, Unit II, (entire unit), Learning More About College, pages 157 to 174.

3. A panel of last year's graduates may relate their first year experiences in the college or work world. A general question and answer period may be held after the panel discussion.

4. The school psychologist may be asked to speak to the class on a selected topic dealing with adjustment to work or college. Such topics might be:

    Common problems of college students
    Psychological adjustment to the world of work
    Overcoming fears of insecurity and uncertainty
    Mental hygiene for young adults
    Independence vs. dependence.

Counselor Notes

Becoming a Leader

Introduction of the Topic

"He is a born leader!" is a quote which people often hear, but it holds little truth. Some people become leaders by chance; others are made, but there is no one set of physical or mental attributes which determines leadership. Most people become leaders because they have worked hard at self-development, understand people, have a desire to succeed, and know their own strong and weak points. Neither in senior year nor in any other year can students be given a blueprint for leadership, but they can be encouraged to study characteristics common to those who have evidenced leadership and made aware of the need for more leaders in the modern world.

Initiating Interest

"Leadership is getting people to do something you want them to do because they want to do it." Comment on this.

Is everyone capable of leadership, or are some people better followers?

What leadership characteristics do Nikita Khrushchev, John F. Kennedy, Billy Graham and Casey Stengel have in common?

Methods Proposed

Student reports, speakers, group discussion, student class work.

Materials Needed

Biographies, Science Research Associates Pamphlet Guide to Good Leadership, and also How to Pick Leaders by G. L. Freeman and E. K. Taylor. (See bibliography on page 236.)

Suggested Activities

1. In Guide to Good Leadership by Kenneth A. Wells four qualities of good leadership are listed:

   sense of responsibility about the job as a leader
   ability to adapt to changing conditions
   ability to communicate his ideas to others
   sensitivity to people.

   Two volunteers may discuss how Dr. Albert Schweitzer and Napoleon or other leaders fit these four categories.

2. The counselor may contact community leaders and ask them to relate their experience to the group, emphasizing how they attained their present position, the work involved, and their background.

3. In the book How to Pick Leaders by G. L. Freeman and E. K. Taylor, which is reputedly a scientific study in executive selection, five characteristics of executives are listed. These are:

   emotional control
   energy drive
   ethical factors
   intellectual aptitudes
   social adaptiveness.

   The students should rank these from most important to least important and then tabulate and discuss the results. For counselors' information the test ranks these: (1) energy drive, (2) social adaptiveness, (3) emotional control, (4) intellectual aptitudes, and (5) ethical factors.

4. The students may prepare a list of fifteen characteristics which they think a good leader should possess.

5. Many people think that leaders must possess almost perfect physical characteristics. Students should review their knowledge of history and list some obvious exceptions to this view. Do pleasing physical characteristics help or hinder? Are there more important considerations for leadership? These questions may provide the basis for a group discussion.

6. The counselor and the students may discuss the following situations from the standpoint of leadership: What would you do?

   An injured person is lying in the street.

   The teacher is unavoidably detained in coming to her class.

   Your friends want you to cut class.

   Everybody in the office wants a Christmas party; no one wants to take charge.

   Your club wants to raise money for charity.

Counselor Notes

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Better Use of Leisure Time. Coronet Films, 1950. 10 min. b&w (X-B-70).

Control Your Emotions. Coronet Films, 1950. 15 min. b&w (X-C-86).

How to Keep a Job. Coronet Films, 1949. 10 min. b&w (X-H-42).

How to Get Co-Operation. Coronet Films, 1950. 10 min. b&w (X-H-64).

Mental Health. Encyclopaedia Britannica Films, Inc., 1953. 12 min. b&w (X-M-153).

Obligations. Encyclopaedia Britannica Films, Inc., 1950. 17 min. b&w (X-O-25).

Overcoming Fear. Coronet Films, 1950. 12 min. b&w (X-G-16).

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UNIT IV

FACING FUTURE FRONTIERS

Purpose of the Unit

"Facing Future Frontiers" is directed toward giving the student an opportunity to crystallize his goals in life so that he may evolve a personal formula with which to plan his attainment of future goals.

Defining Life Goals

Introduction of the Topic

Before high school graduation a student should take time to consider his life goals. To avoid evaluating life goals or ambitions in limited measure, a mature person must realize that goals are multifaceted. Arriving at an understanding of life's goals, then, is a primary requisite to life fulfillment.

Initiating Interest

Fred is 49 years old. He has made a great deal of money. After graduation he had planned to be a bio-chemist, as he liked math and science and was very good in both. His uncle pointed out that scientists don't make as much money as successful restauranteurs and offered him a chance to work with him. Fred is a hard worker; because he has built a chain of restaurants that require much supervision, he has not had time to marry, raise a family, or join many clubs. Whenever he feels lonely, he looks at his bank account, Cadillac convertible, and restaurants, and he feels content. Do you think he is?

What is your idea of fulfillment of life goals?

Are there many kinds of goals? Give examples.

Methods Proposed

Buzz session, check list, reports, speakers.

Materials Needed

References, library list of biographies and autobiographies, check list.

Suggested Activities

1. The counselor may start a buzz session by asking for reactions on what should be our aim in life. He may then write reactions on the board.

2. Each student should write about aims in life. The counselor may read some of them aloud for discussion and help the class formulate a definition that recognizes many types of life goals.

3. The counselor may discuss with the class whether only the end achievement is important, or if attainment of goals can come day by day. The students should check themselves against a set of questions designed to measure a favorable course of daily living. They may add other measures important to them.

Successful Habits in Reaching Goals

Measure	Yes	No	Occasionally
1. Do I set goals for myself each day?			
2. Are these goals attainable?			
3. Do I accomplish my goals?			
4. Am I cooperative with other workers?			
5. Am I industrious?			
6. Do I show initiative?			
7. Am I persistent?			
8. Am I economical in use of time? money? energy?			
9. Am I optimistic?			
10. Am I cheerful?			
11. Do I plan ahead?			

12. Do I profit by failures?			
13. Do I try to make others happy?			
14. Am I satisfied with my accomplishments today?			
15. Do I enjoy my day?			
16. Do I feel I contributed something worthwhile to my job, to my family, to society today?			

4. Volunteers may report on characteristics that led to attainment of life goals for individuals they admire. Individuals reported upon may be from private or public life.

5. Volunteers may summarize and report on books aimed at achievement of life ambitions.

6. Outstanding people of the community may be asked to speak on the achievement of goals in life.

Counselor Notes

Setting Goals in Life

Introduction of the Topic

The student must realize that although goals in life change, he must plan present, future, and ultimate goals which are possible for him to reach. To re-evaluate his various goals in a realistic manner and consequently devise a personal formula for reaching his goals would be a major achievement in self-guidance for the student.

Initiating Interest

Should one's goals in life be considered only in terms of personal attainment? If not, who or what else may be considered in setting up goals?

How does a philosophy for living influence one's goals in life?

Methods Proposed

Discussion, check lists.

Materials Needed

Mimeographed chart forms for student completion.

Suggested Activities

1. The counselor may ask students to think back to the freshman year and to list some goals they set for themselves then that they have achieved now that they are graduating. Are there any goals they have not reached? Why? Do they plan to reach these goals?

2. Students should make a chart of goals for the next year, goals for five years from now, and ultimate goals.

Goal	1 year	5 years	Ultimate

3. The counselor may suggest that students re-evaluate the philosophy arrived at in the junior year to see if the same principles still guide behavior and beliefs. They will find changes. They should write a list of the principles most important to them.

4. The students should compare future goals with individual philosophy. A volunteer may show how goals were greatly influenced by beliefs and principles.

5. What assurance can one have of achieving one's goals? The students may make a time-table for goals, listing assets for achieving these goals and handicaps to overcome.

Goal	Year	Assets	To Overcome
Graduation from college	19--	Preparation, good study habits, talent	Financial support

Counselor Notes

Planning For the Future

Introduction of the Topic

Evolving an individual formula for reaching future goals is a culminating activity of the guidance program. The student should realize that the counselor has worked with him toward this final achievement for four years. What has been done in this program may be the formula for the future! In each case, the student should realize that a changing world will require constant self-appraisal, re-evaluation, and career planning. The realization of self-guidance, through guidance, will help the student to create an individual, workable formula for achieving his objectives.

Initiating Interest

Now that graduation is at hand, can one stop planning?

Can a sure formula for achieving goals be found?

Will one formula differ from another? Why?

Methods Proposed

Discussion, self-analysis, comparison, reports.

Materials Needed

Reference library.

Suggested Activities

1. The counselor should place the following steps on the board in mixed order. The students should arrange the steps in the sequence they think will provide success in reaching desired goals. They must give reasons for placement. The class should discuss these steps as a possible formula for attaining goals.

   discover your abilities
   determine your interests
   obtain occupational information
   check necessary training for occupational choices
   secure training for chosen occupations
   apply for position
   evaluate success.

2. The following statements have been suggested as ways to reach one's objectives in life. The class may discuss the implications of each. Is there merit? Is there a fallacy? What would be involved in following the advice?

Learn to do better what you can do best.

Know what you want, define realistic goals, and consider others.

If at first you don't succeed, try, try again.

Hitch your wagon to a star.

Give something extra to each job.

Know yourself; find the right job.

3. The counselor may ask the class to give suggestions how each of the following people could have succeeded in achieving their goals in life.

   Jane wanted to be a successful movie star. She was very attractive and worked as a photographic model. She didn't bother to study drama, voice, or dancing, because she felt that contacts were the most important consideration in her work. She spent a great deal of time on her appearance and making contacts. She got a screen test but never became an actress.

   John wanted to be an opera star. He had a good voice, but he was not strong physically and tired quickly. He also became discouraged easily when he found agents had no immediate work for him. He decided to go into church work, but it was not steady. He tried teaching but had no patience with beginners. He spent many years taking lessons but never had the opportunity to sing in grand opera, although he worked irregularly and was able to make a living.

   Robert had two years pre-legal work at a university when he was forced to leave because of financial difficulties. He obtained a job driving a laundry truck. He meant to start night school, but the class he was interested in met on the nights he bowled. He managed to save enough money to return to school but met Mary and decided to get married and go to night school. Somehow he never did become a lawyer, because he never could get the time or money to finish school.

   Tom graduated from high school and was hired by a big corporation. But he didn't like the routine work in a seemingly unimportant job. He quit and found another job with a similar concern. Unfortunately they, too, expected him to start with a job Tom considered unimportant. Tom tried several jobs in which he found no satisfaction because he felt the job was uninteresting. He never has found the right job.

4. The counselor may ask someone to do research and report to the class on the chief reasons for dismissal from jobs.

5. The class may list some common characteristics of outstanding people.

6. Students should think of specific problems in their lives that they have solved, adjustments that they have made, or achievements in the past. What was done in each case to accomplish what was necessary?

7. The counselor may ask the class to consider these questions.

   Is there any ready-made formula for reaching a goal? why?

   What have you learned about yourself that will serve you in deciding what you consider achievement of life goals?

   What have you learned about yourself that will help you find fields in which it is possible for you to reach your goal?

   What have you learned about making plans that will help you to attain your goal?

   What have you learned about living with yourself and with others that will help you to reach your goal?

8. The class should evaluate the following formula:

   know your drives
   appraise yourself
   establish attainable goals
   make plans
   evaluate your achievements.

9. The counselor may ask each student to write some suggestions for achieving his immediate goals, his goals in the near future, his ultimate goals.

Counselor Notes

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